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ABSTRACT

A guide for curriculum development in New York City's French second language programs to be piloted in junior and senior high schools contains six cultural theme units for level 1 and the grammatical structures in French for levels 1-3. The cultural theme units are designed to be used as a core for the acquisition of language patterns, vocabulary, usage, and structures. The theme unit approach is based on the premise that real situations are a strong stimulus for learning to communicate in a foreign language. The situations are of the type encountered while traveling or living in a foreign country. Within each unit is cultural content characteristic of the situation. The units are designed to be developed through a variety of activities with supportive materials taken from textbooks or created by the teacher, allowing adaptation to special needs, enrichment, and use of student creativity. Each unit contains information on its rationale, basic objectives, suggested methods and materials, time sequence, relevant cultural information, vocabulary and useful expressions, developmental questions, grammatical structures, suggested classroom procedures, enrichment activities, readings, and testing ideas. Unit topics include getting acquainted, eating, getting to know the geographic area, shopping, recreation, and earning a living. Lists of grammatical structures are appended. (MSE)

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Experimental

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FRENCH

COMMUNICATION AND CULTURE

CULTURALLY ORIENTED THEMATIC UNITS IN THE SECONDARY SCHOOLS

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A program of this type enlists the cooperation of hundreds of staff members in making suggestions and evaluating materials. The suggestions for revision were organized and displayed by Harold Rosenblatt, former School Research Assistant, Bureau of Curriculum Development.

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INTRODUCTION

This experimental bulletin is part of the proposed foreign language revision program. It contains six cultural theme units for French Level I and the grammatical structures in French for Levels I-III.

The cultural theme units are designed to be used as a core for the acquisition of language patterns, vocabulary, usage, and structures. Thus, the student uses the language while he is learning it.

The cultural theme unit approach is predicated upon the premise that real situations are a strong stimulus for learning to communicate in a foreign language. The situations are of the universal type that one encounters while traveling or living in a foreign country. Interlaced with each unit is the cultural content characteristic of the situation.

Each unit is to be developed through a variety of activities with supportive materials taken from textbooks or created by the teacher. The flexibility of procedure allows for adaptation to special needs, enrichment, and the utilization of student creativity.

These units will be piloted in a number of junior and senior high schools to determine to what extent they provide strong motivation for the study of a foreign language.

Situational Theme: French, Level I

Theme No. 1: ENCHANTÉ DE FAIRE VOTRE CONNAISSANCE

Rationale

It is our conviction that the study of a foreign language provides the most enlightened path toward understanding the various peoples who occupy planet Earth. And what can be more important to the future of man than a closer relationship with "his brother"?

Introduction

These suggestions are designed to explore a more meaningful, effective and relevant approach to acquiring ability to communicate in French. The focus here is a life situation in which the student is taught to function in the foreign language.

Since this is a first draft of the syllabus revision, it is suggested that teachers contribute original dialogues and reading selections which are an outgrowth of classroom activities and which are related to the situational themes. These may be included in the final draft as model dialogues and readings.

Basic Objectives of This Unit

1. To acquaint the students with the cultural aspects of daily French life.
2. To familiarize the students with the French school system and the school activities of French boys and girls of their age.
3. To describe social and family relations in France and in other French-speaking countries. Haiti, Martinique, Guadeloupe, French West Africa will be studied in depth in other units.

4. To familiarize the students with the necessary French vocabulary and expressions to enable them to express themselves adequately in situations related to this theme.
5. To teach and provide practice in the use of such grammatical structures as are needed in consonance with the above objectives.

Methods and Materials

The suggested procedures and enrichment activities outlined here are points of departure for the teacher who should not consider himself limited by them. They are designed to provide innovative ideas that will spark student creativity. The teacher will build upon and adapt these suggestions according to the needs, interests and capabilities of his students.

All the suggested activities should be associated with appropriate visuals.

The many textbooks that are in use today can serve as a source of materials which can be adapted to reinforce, enhance and enrich the thematic units according to the interests and ability of the class.

The participation of the students in the preparation of materials should be actively encouraged. For example, students may assist by drawing pictures and charts, making models or bringing in pictures from magazines.

It is also suggested that the teacher include simple songs and poems related to the situational themes.

Many of the grammatical structures listed will appear in several units. These should therefore be treated in the warm-up or as the vehicle for the introduction of new vocabulary expressions.

The grammatical structures should be treated WITHIN THE CONTEXT OF THE UNIT.

Time Sequence

This depends upon the ability of the students. We suggest, however, approximately four weeks for each themal unit when Level I is covered in one year.

If Level I is covered in two years, as in the case in the 7th and 8th grades, then 8 weeks should be the appropriate time span.

In the Intermediate schools, where Level I is covered in three years, then 12 weeks should be allocated for this unit.

Culture

Cultural information that is relevant to the situational topic should be presented within the unit. The suggested topics to be treated in this unit are:

1. The use of the informal tu and the formal vous.
2. Bonjour most frequently used form of greeting during the day; bonsoir used in the evening; allô on the telephone; salut used as a casual greeting (the equivalent of Hi!)
3. A handshake - the customary way to greet friends, even among teenagers; a kiss on both cheeks accompanies greetings among relatives or close friends.
4. Au revoir the usual phrase to say good-bye; in the evening bonsoir or bonne nuit (the latter when it is close to bedtime.) Explain use of à demain, à bientôt.

5. French speaking people more formal than Americans; business and professional colleag es address each other as Monsieur, Madame or Mademoiselle and vous. Abbreviations: M., Mme, and Mlle .
6. Approximately one family out of six has a telephone. Many calls made from pay phones. To operate, use a jeton (token).
7. Gestures often used to emphasize remarks.
8. Family a close-knit unit which enjoys walks, rides, meals, vacations together. Terms of endearment: Mon petit chou, mon petit amour.
9. Teenage dating not widely practiced. Young people get together for parties, or merely to dance and listen to records. They also go out in groups. Patterns are changing, however, and previous social restrictions are disappearing.
10. Courtesy evidenced among all age groups. Way to say "You're welcome" or "Don't mention it" in French: Il n'y a pas de quoi! or De rien! or Je vous en prie! or A votre service! S'il vous plaît, s'il te plaît.
11. Secondary schools not generally co-educational. However, the recent trend is toward the conversion to co-educational schools.
12. French school day is approximately from 8:30 A.M. to 5:00 P.M. with two hours in the middle of the day for lunch and recreation. Students go to school every day except Wednesday and Sunday. On Saturday, classes are held for half a day.
13. Homework considered of maximum importance.
14. Grade level follows in descending numerical order as the class advances:

New York	France and other French-speaking countries
6th grade	sixième
7th grade	cinquième
8th grade	quatrième
9th grade	troisième
10th grade	deuxième
11th grade	première
12th grade	classe terminale

15. Le baccalauréat (le "bac"), a very difficult examination taken after the "classe terminale". Those who pass may enroll in one of the 16 French universities or take competitive exams for entrance into "les grandes écoles", two of which are L'Ecole polytechnique and Les Ecoles normales supérieures (pour les professeurs).
16. Sports not emphasized during the school year, but swimming is required as well as two hours a week of sports activities. Soccer is popular. Tennis originated in France.
17. Students carry their books in a briefcase called a serviette or cartable.
18. Students sometimes wear une blouse, a kind of coverall, gray in color, to protect their clothes.
19. L'âge ingrat or the awkward age, refers to youngsters aged 13 to 15. French parents generally send their teenage youngsters away to school during these trying years.
20. The 24-hour clock system used for timetables, radio programs, theaters, etc.

Vocabulary and Useful Expressions

la famille
le parent
le père
la mère
le fils
la fille
l'enfant
le frère
la soeur
le grand-père
la grand-mère
l'oncle
la tante
le cousin
la cousine
la femme
le mari
maman
papa
le bébé
l'ami
le copain
le garçon
la jeune fille
aimable
grand (e)
petit (e)
quand
ici
monsieur
mademoiselle
la dame
le monsieur
l'homme
le rendez-vous
la maison
l'appartement
l'école
le lycée
l'examen
la note
la classe
la salle de classe
l'élève
l'étudiant
le professeur
le cours
le rang
la porte
la fenêtre

le mur
le pupitre
le bureau
joli (e)
facile
difficile
sur
la cloche
la craie
la leçon
le livre
le cahier
le papier
le crayon
le stylo à bille
les devoirs
l'exercice
le mot
la phrase
la faute
la question
la reponse
répeter
corriger
écrire
la langue
l'anglais
le français
le camarade de classe
charmant (e)
le tableau noir
la carte
riche
pauvre
où
sous
le mois
l'année
janvier
février
mars
avril
mai
juin
juillet
août
septembre
octobre
novembre
décembre

le jour
lundi
mardi
mercredi
jeudi
vendredi
samedi
dimanche
aujourd'hui
hier
demain
le matin
le soir
la nuit
l'après-midi
l'heure
demander
montrer
étudier
fermer
lire
demeurer
quitter
écouter
gronder
apprendre
ouvrir
se lever
se laver
s'habiller
se coucher
arriver
commencer
aimer
embrasser
habiter
parler
sonner
danser
répondre
la figure
le corps
la tête
les yeux
l'oeil
le nez
la bouche
les oreilles
la langue
la gorge

Vocabulary and Useful Expressions (cont'd)

les dents
la main
les bras
les pieds
les jambes
le salon
la chambre à coucher
la cuisine
la salle de bains
la salle à manger
le living-room
le vestibule
un Français
un Américain
un Anglais
un Espagnol
un Canadien
un Italien
un Hollandais
un Africain
un Haitien
un Chinois
un Japonais
faire une visite à
Merci (bien).
Il n'y a pas de quoi.
De rien.
Je vous en prie.
en français
en anglais
en retard
de bonne heure
apprendre par coeur
prendre rendez-vous
C'est aujourd'hui...
passer les disques
la surprise-partie
faire une promenade
à la maison
chez moi
bonjour
bonsoir
au revoir

Comment allez-vous?
Comment vas-tu?
Comment ça va?
Très bien, merci.
Et vous?
Quel âge avez-vous?
Quel âge as-tu?
J'ai _____ ans.
à l'école
à la page
Comment dit dit-on...?
il y a
n'est-ce pas?
le cours d'anglais
le cours de français
le cours de latin
le cours de mathématiques
le professeur de dessin
le professeur de gymnastique
la leçon de musique
la leçon de biologie
la leçon d'histoire
Comment vous appelez-vous?
Comment t'appelles-tu?
Je m'appelle...
Comment s'appelle-t-il?
Il s'appelle...
s'il vous plaît
Pardon.
Excusez-moi.
combien (de)
voici
voilà
copier les devoirs
faire attention
écouter la radio
regarder les programmes à la télé
jouer aux cartes
préparer le déjeuner
parler avec des amis
Enchanté (de faire votre connaissance).

Developmental Questions

Question	Grammatical and/or Cultural References
1. Comment vous appelez-vous?	A. personal pronouns vous and je B. liaison between vous and appelez C. intonation of an information question
2. Comment s'appelle votre frère? (soeur, etc.)	A. the question itself as a means of asking someone's name B. personal pronouns il and elle C. possessive adjectives D. as a means of giving the French equivalent of American names E. as a means of reinforcing family vocabulary F. the nasalized sound at the end of 'comment'
3. Quel âge avez-vous?	A. as an idiomatic expression---avoir...ans B. to practice the forms of avoir C. to practice the numbers D. interrogative adjective 'quel'
4. Comment allez-vous?	A. as an idiomatic expression used to inquire after someone's health B. liaison---picking up on final consonant of comment to join following vowel C. the verb aller D. use of adverbs to reply

Question	Grammatical and/or Cultural References
5. Avec qui demeurez-vous?	A. er verb B. preposition 'avec' C. interrogative pattern and pronoun qui D. presents opportunity for use of family vocabulary usually preceded by possessive adjective
6. Combien de soeurs avez-vous?	A. information question word 'combien de' followed by plural B. family vocabulary C. numbers D. avoir
7. Quel jour est-ce aujourd-hui?	A. interrogative adjective 'quel' B. the question itself as a means of ascertaining the date C. use of pronoun 'ce' D. practice of days of week
8. Où allez-vous après les classes?	A. aller B. preposition of time - après C. où used as a question word D. in response à plus definite article including use of contraction 'au'

Question	Grammatical and/or Cultural References
9. Jean est-il l'ami de Jacques?	A. possessive using 'de' B. question with noun subject C. possible use of negative in response D. by substitution of other names it would show l'ami vs. l'amie ...the ability of some nouns to change gender
10. Jacques est dans la salle de classe, n'est-ce pas?	A. use of n'est-ce pas to form a question in which an affirmative answer is expected B. être C. many English equivalents of n'est-ce pas
11. A quelle heure arrivez-vous à l'école?	A. er verb B. à plus definite article C. interrogative adjective quel in feminine form D. time practice
12. A quelle heure quittez-vous l'école?	A. er verb B. quitter followed by noun C. practice with time expressions D. interrogative adjective quel in feminine forms

Question	Grammatical and/or Cultural References
13. Où déjeunez-vous, à la maison ou au réfectoire?	A. er verb B. à plus definite article C. French homonym où vs. ou
14. Aimez-vous le cours de français?	A. drill with various languages - use of small letter B. er verb C. aimer plus noun D. non-pronunciation of final consonant s in 'cours' and 'français' E. departure point for indicating use of cédille F. pattern practice with negative forms
15. Est-ce que votre soeur est petite? (jolie)	A. interrogative pattern 'est-ce que' B. agreement of adjectives with noun C. possessive adjective D. pronunciation of final consonant in petit vs. petite charmant vs. charmante E. vocabulary of adjectives F. être
16. Allez-vous à l'école le lundi? (le mercredi?)	A. aller B. le before day of week to indicate 'on' C. days of week D. point of comparison with French schools

Question	Grammatical and/or Cultural References
17. Vous êtes Madame Girard, n'est-ce pas?	A. interrogative formed by n'est-ce pas B. use of formal means of address C. être D. liaison vous---êtes (obligatory)
18. Qui est-ce? Est-ce le professeur ou l'étudiant?	A. interrogative pronoun qui B. intonation pattern when giving a choice C. pronoun ce
19. Avez-vous les livres pour la classe de français?	A. avoir B. plural of nouns C. preposition pour
20. Marie, êtes-vous l'amie de Jeanne?	A. possession with de B. l'ami vs. l'amie - Jean vs. Jeanne C. être D. possible use of negative
21. Qu'est-ce qu'on fait dans le living-room? (le salon, la salle à manger, la cuisine)	A. use of qu'est-ce que B. review of rooms of the house C. review of vocabulary to express activities: écouter la radio, etc.
22. La maison est belle, n'est-ce pas? (L'apartement est beau)	A. agreement of adjectives B. review of adjectives C. use of n'est-ce pas

Grammatical Structures

Level I has been divided into six culturally oriented situational units. Included in each unit are those structures which lend themselves to the theme of that unit. Many grammatical structures will therefore reappear in the course of the six units.

The list of structures is not a sine qua non. The teacher should be selective in the choice of structures which he develops within this thematic unit, basing his decision on those structures already mastered by his students.

It is suggested that the teacher give classroom directions in French at all times.

1. Articles
   a. Definite
   b. Indefinite
   c. Contraction with à and de
   d. Use of de to show possession
2. Nouns
   a. Gender and number
   b. Formation of regular plural
3. Pronouns
   a. Subject pronouns, including ce and on
   b. Interrogative pronouns: qui, que and qu'est-ce que
4. Adjectives

   Agreement in the singular: Jean est grand. Marie est grande.
5. Negative

   ne . . . pas

6. Verb structures

   a. Present tense of first conjugation: affirmative, negative, interrogative: est-ce que

   b. Present tense of the irregular verbs: avoir, être and aller

7. Numerals

   Cardinals: 1 to 20

8. Telling time

Suggested Procedures

1. Introduce yourself to the class.
2. Present new vocabulary words and expressions using realia such as pictures from magazines, a family snapshop, transparencies on the overhead projector, pictures created by students.
3. Practice these words with accompanying gestures (i.e., the handshake) through a chain drill in which the students introduce themselves and each other to the members of the class.
4. Games

   a. Qui est-ce?

      Students bring in baby pictures of themselves. The teacher collects them and redistributes them to small groups. Individual students attempt to identify the person in the picture. Students must speak French only. Example: Est-ce que c'est Marie? Non, ce n'est pas Marie, je pense que c'est Linda.

   b. Role-playing: Students can role-play such situations as meeting a friend, making a date, welcoming a new student.

c. Où est la craie (le cahier, le crayon, le livre)?

A student leaves the room. An object is hidden. The returning student must guess the location of the object by asking no more than three questions.

5. Give students French names and have them create name tags that say: Bonjour! Je m'appelle _____.

6. Have students speak on the telephone. Possible use of tele-trainers from the Telephone Company.

7. Have students create their own family tree.

8. Have students dramatize a computer-arranged date. Three students enact the roles of the boy, the girl and the receptionist at the computer center. The receptionist asks the two students such questions as: Comment vous appelez-vous? Quel âge avez-vous? Etes-vous grand(e) ou petit(e)? Etes-vous riche? Etes-vous charmant(e)? Aimez-vous le français? Aimez-vous le professeur de français? After the boy and the girl have answered all the questions, the receptionist feeds the information into an imaginary computer and announces: "Mademoiselle, voici un bon camarade pour vous!"

9. A variation of this game, the televised "Dating Game", may also be played.

10. Before and After

This game can be used with numbers, the days of the week, the months of the year, telling time or other items that are consecutive in nature. Teams may stand or sit. The second child on a team is shown a number, e.g. "14". He pronounces it in the

foreign language. The student on his right must say "13" because it comes before "14". The student on the left says "15" because it comes after "14". If all three perform correctly, they score one point.

11. Listening Games: used with word pairs which are almost alike except for one sound change, with tapping, with spoken numbers and words, with true-false statements. Individuals or teams show that they heard correctly by pointing to an object, a word, or a number.

12. Telephone Game (Wrong Number)

1. Bonjour, Gaston
   Je ne suis pas Gaston, Monsieur.
2. Vous n'êtes pas Gaston?
   Non. Monsieur, je ne suis pas Gaston.
3. Qui êtes-vous?
   Je suis Paul, Monsieur.
4. Oh, pardon, pardon, au revoir.

13. Game: Le jeu de "Je vois" (The game of "I see").

1st student: Dans la salle de classe je vois le professeur.

2nd student: Dans la salle de classe je vois le professeur et le livre.

3rd student: Dans la salle de classe je vois le professeur, le livre, et la fenêtre.

Each person must repeat, in correct order, all previous words, and must add one of his own.

(May also be used with indefinite article.)

14. Record the following activities of the students: dramatization of dialogues, reading of passages, recitation of poetry and singing of songs.

Enrichment Activities

1. Have students fill out a "vital statistics form" designed in French which requires:
   a. their name
   b. the names of their parents
   c. the names of their brothers and sisters
   d. their address
   e. type of dwelling
2. Show film (BAVI) Chez nous, 2 reels, 12 minutes, in color. This film depicts daily activities of a typical French family in Paris.
3. Show film (BAVI) The Paris of François, 3 reels, 22 minutes, in color. This film presents a day at home and at school in the life of a French boy.
4. Show other departmental films, filmstrips, pictures. Excellent commercial films can be rented for a nominal fee.
5. Teach simple poems and songs related to the theme.
6. Tongue twisters are excellent for the development of good pronunciation.
7. Riddles are fun and an interesting way to build vocabulary.
8. Have students make out a weekly school schedule of an imaginary lycée student.
9. Play a record of a popular song that French lycée students might listen to when in a group.
10. Teachers should seek out simple proverbs that contain familiar vocabulary. Example: Tel père, tel fils.
    Ne cherchez pas midi à quatorze heures.

Reading

It is suggested that the teacher choose from the texts he is using appropriate reading selections related to the situational theme. Appropriate readings, dialogues, short passages, newspaper and magazine articles or advertisements. Whenever desirable, the teacher should write original dialogues or short passages.

Testing

1. Picture test (rexographed sheet, transparency projection or model).
   a. True/False
   b. Qu'est-ce que c'est?
   c. Est-ce le professeur ou l'élève?
2. Oral questions requiring oral answers.
3. Oral questions requiring written answers.
4. Oral or written questions to test vocabulary:
   On écrit au tableau noir avec le crayon ou la craie?
5. The teacher or a student reads a line of a dialogue and students give appropriate oral or written rejoinders.
6. Picture Stimulus Test. Student selects a picture and prepares five written sentences to describe it.
7. Cued Response Test.
8. Written tests based on readings, structural items and vocabulary. These tests should contain a variety of test exercises: completion, multiple choice, matching, questions to be answered in complete sentences, synonyms and antonyms.

Theme No. 2: MANGEONS À LA FRANÇAISE

Rationale

It is our conviction that the study of a foreign language provides the most enlightened path toward understanding the various peoples who occupy planet Earth. And what can be more important to the future of man than a closer relationship with "his brother"?

Introduction

These suggestions are designed to explore a more meaningful, effective and relevant approach to acquiring ability to communicate in French. The focus here is a life situation in which the student is taught to function in the foreign language.

Since this is a first draft of the syllabus revision, it is suggested that teachers contribute original dialogues and reading selections which are an outgrowth of classroom activities and which are related to the situational themes. These may be included in the final draft as model dialogues and readings.

Basic Objectives of This Unit

1. To arouse an awareness of the similarities among people by recognizing the basic similarities in the foods they eat.

2. To eliminate food prejudices by learning about and tasting new and foreign foods.

3. To learn that differences in foods and eating customs are due to differences in culture, climate and soil. (Insert)

4. To familiarize the students with the necessary French vocabulary and expressions to enable them to get along successfully in food related situations.

5. To teach and provide practice in the use of such grammatical structures as are needed in consonance with the above-stated objectives

(Insert) In short, this unit should lead to a keener appreciation of similarities among peoples of the world and an understanding of their differences.

Culture

Cultural information that is relevant to the situational topic should be presented within the unit. The suggested topics to be treated in this unit are:

1. Meal times; the three essential meals and the snack (le goûter)

   le petit déjeuner

   a) Served from 7:00 AM generally
   b) Consists of : café ou chocolat, croissants ou brioches ou peut-être une tartine beurrée
   c) Comparison with American breakfast

   le déjeuner

   a) Served from noon to 2:00 o'clock
   b) Most important meal of the day
   c) Consists of: du potage, de la viande (ou du poisson), des légumes, de la salade, du fromage, un dessert
   d) Comparison of typical French and American luncheon menus

   le dîner

   a) Served generally at 7:30 PM
   b) Consists of: du potage, du poisson ou de la viande ou de l'omelette, de la salade, des légumes, un dessert (probablement des fruits)

2. Comparison of French and American eating habits.

   Example:

   The French keep fork in left hand
   keep left hand on table
   eat most fruits with a knife and fork
   eat a great deal of bread with every meal
   often buy bread fresh twice a day

   It is not uncommon to see French children eat chocolate and bread, or radishes and bread for a snack (le goûter).

3. Importance of the meal in the life of the French family. All members of the family are usually present at meals. This forms a basis for family ties.

Methods and Materials

The suggested procedures and enrichment activities outlined here are points of departure for the teacher who should not consider himself limited by them. They are designed to provide innovative ideas that will spark student creativity. The teacher will build upon and adapt these suggestions according to the needs, interests and capabilities of his students.

All the suggested activities should be associated with appropriate visuals.

The many textbooks that are in use today can serve as a source of materials which can be adapted to reinforce, enhance and enrich the thematic units according to the interests and ability of the class.

The participation of the students in the preparation of materials should be actively encouraged. For example, students may assist by drawing pictures and charts, making models or bringing in pictures from magazines.

It is also suggested that the teacher include simple songs and poems related to the situational themes.

Many of the grammatical structures listed will appear in several units. These should therefore be treated in the warm-up or as the vehicle for the introduction of new vocabulary and expressions.

The grammatical structures should be treated WITHIN THE CONTEXT OF THE UNIT.

Time Sequence

This depends upon the ability of the students. We suggest, however, approximately four to six weeks for each themal unit when Level I is covered in one year.

If Level I is covered in <u>two</u> years, as is the case in the 7th and 8th grades, then <u>eight</u> to <u>ten</u> weeks should be the appropriate time span.

In the Intermediate Schools, where Level I is covered in <u>three</u> years, then <u>twelve</u> to <u>fourteen</u> weeks should be allocated for this unit.

4. Electric refrigerators, although increasing in number, are not yet in general use. Therefore, the lady of the house must shop every day and purchase what she needs daily for her family's meals.

5. The words au, à la, à l', indicate "in the style of" or "with". Au gratin means baked brown with bread crumbs and cheese; au jus means "with gravy"; au beurre means "cooked with butter".

6. A menu is usually posted outside a restaurant or on the window or door so that customers may consult it before deciding whether or not to enter.

7. World-wide fame of "la cuisine française". The gourmet tradition. There are many regional specialities. The cooking in one part of France may be considerably different from that of another region. For example, Southern French dishes contain large quantities of garlic.

8. Steak should be ordered as follows:

   saignant (rare)
   à point (medium)
   bien cuit (well done)

   Service compris means that the service charge has been included in the bill. However, one generally leaves a small tip in addition.

9. Typical French foods:

coq au vin	canard à l'orange
dinde farcie aux marrons	pot-au-feu
omelette fines herbes	filet mignon
soufflé	boeuf bourguignon
ratatouille niçoise	bouillabaisse
soupe à l'oignon	quiche lorraine
escargots	cuisses de grenouille
salade niçoise	pâté de foie gras
clafouti limousin	Madeleines
croissants	brioches
crêpes Suzettes	crème caramel
petits fours	mille feuilles
mousse au chocolat	

10. Les Halles Centrales: very large market, no longer situated in Paris, now located near Orly airport.

11. Weekly open air markets such as those found on rue Mouffetard on Sunday mornings.

12. Food stores are more specialized: la boulangerie, for bread and pastry; la boucherie, for beef products; la charcuterie, for pork products; l'épicerie, for groceries. Supermarkets, however, are becoming more common.

13. French wines

a) Types: rouge, blanc, rosé
b) Used with different types of meals:

rouge	-	viande
blanc	-	poisson
rosé	-	poulet, veau

c) Some areas in France where wine is produced: Bordeaux, Bourgogne, Champagne, la vallée du Rhône.

d) Wine in a restaurant is generally ordered "en bouteille", "en demi-bouteille", and "en quart de bouteille."

14. Some French words commonly used in English:

Restaurant, menu, à la carte, table d'hôte, apéritif, hors-d'oeuvre, consommé, entrée, au gratin, dessert, à la mode, compote, demi-tasse, prix fixe, soupe du jour, maître d', pièce de résistance, liqueur.

15. French cheeses famous throughout the world: Port-Salut, Brie, Gruyère, Roquefort, Camembert.

16. Le réveillon: Midnight feast which follows midnight mass (la messe de minuit) on the eve (la veille) of Christmas (Noël). Served at the feast , among other things, are: du Champagne, du jambon (ham), de la dinde farcie aux marrons (turkey, stuffed with chestnuts). There is also a very large cake (un gros gâteau) in the form of a log (en forme de bûche). C'est la bûche de Noël (It is the Christmas log).

Vocabulary and Useful Expressions

le repas
le petit déjeuner
le déjeuner
le dîner
le souper
le goûter

manger
dîner
souper
déjeuner
boire

la nappe
la serviette
l'assiette
le couteau
la fourchette
la cuiller (ère)
la tasse
le verre
le verre à eau
le verre à vin

le pain
le petit pain
le croissant
la brioche
le beurre
la tartine
la confiture
le sucre
le sel
le poivre
le lait
le café
le thé
le chocolat
le jus d'orange
l'oeuf
le lard

le restaurant
le self-service
le libre-service
le snack-bar
le réfectoire
la salle à manger
le cuisinier
la cuisinière
le chef
le maître d'hôtel
le garçon
la cuisine
la carte
le menu
le pourboire
l'addition
l'eau minérale
le vin
le potage
la soupe
la bouteille
le dessert
le gâteau
la tarte
la glace

désirer
prendre
préférer
aimer mieux
préparer
remplir
vider
apporter
couper

bon, bonne
mauvais (e)
propre
sale
plein (e)
vide

Vocabulary and Useful Expressions (cont'd)

les légumes
les petits pois
les haricots verts
les carottes
la laitue
les pommes de terre
l'aubergine (f.)
l'épinard (m.)
la salade
la viande
le jambon
le rosbif
le bifteck
le veau
le porc
le poulet

commander
grossir
maigrir

les fruits
la pomme
la banane
la cerise
la pêche
la poire
la fraise
l'orange (f.)
le raisin
le citron

le fromage

l'épicerie
la boucherie
la charcuterie
la boulangerie
la pâtisserie
le magasin
le marché
le super-marché
le caddie (shopping cart)

la livre
la douzaine
le kilo
le litre

avoir faim
avoir soif
voici
voilà
à la carte
prix fixe

café crème
café au lait
café nature

En voulez-vous?
Mangez du pain!
Buvez de l'eau!
Je n'en veux pas.
Merci beaucoup.
Il n'y a pas de quoi.
De rien.
Je vous en prie.
A table!
Madame est servie!
Passez-moi le sel, s'il vous plaît.
Servez-vous!

faire des achats
faire la cuisine
faire la vaisselle
mettre le couvert
débarrasser la table
être au régime
glace à la vanille
glace au chocolat
la spécialité de la maison

la machine à laver la vaisselle

DEVELOPMENTAL QUESTIONS

Question	Grammatical and/or Cultural References
1. Aimez-vous le café? (le thé, le lait, etc.)	a) Use of definite article with noun in a general sense b) Use of verb aimer
2. Voulez-vous des légumes? (de la salade, du fromage)	a) Forms of vouloir as needed b) Partitive c) /u/ vs. /y/ as in voulez and légumes
3. Qu'est-ce que vous prenez pour le petit déjeuner? (le déjeuner, le dîner, etc.)	a) Use of prendre with meals b) Interrogative pronoun qu'est-ce que
4. A quelle heure prenez-vous le goûter?	a) Time expressions b) Cultural differences with regard to meal-time hours
5. Qui prépare les repas chez vous?	a) Interrog. pronoun qui b) First conjug. verbs c) Use of chez
6. Avec qui dînez-vous?	a) Preposition avec and its use with pronoun qui b) Possessive adj. needed in response
7. Qui fait la vaisselle chez vous?	a) Idiom with faire b) Use of chez
8. Mangez-vous beaucoup le matin?	a) Use of def. art. with parts of the day b) Verb manger
9. Combien d'assiettes y a-t-il sur la table?	a) Use of combien de, beaucoup de, trop de
10. Avec qui déjeunez-vous les jours de classe?	a) Déjeuner as a verb b) Avec qui c) Explain les jours de classe

DEVELOPMENTAL QUESTIONS (cont'd)

Question	Grammatical and/or Cultural References
11. Qu'est-ce que vous aimez manger?	a) Aimer followed by the infinitive form of the verb b) Liaison between subject and verb
12. Y a-t-il de la glace au chocolat?	a) Partitive b) Interrogative form of il y a
13. Est-ce que je paie à la caisse?	a) Review of interrog. with est-ce que b) Expression: payer à la caisse
14. Combien est-ce qu'on laisse comme pourboire?	a) Review of numerals b) Use of on c) Explanation of expression: pourboire
15. Pourquoi va-t-on à la boulangerie?	a) Concept of specialized food stores b) Use of pour + infinitive required in answer c) Use of partitive required in answer
16. Voulez-vous voir le menu?	a) Vouloir
17. Qui sert le repas chez vous? (au restaurant, à l'école)	a) Interrogative pronoun qui b) Use of prepositions
18. Combien de livres (de kilos) désirez-vous?	a) Combien de b) Conversion of pounds to kilos
19. Comment aimez-vous le bifteck? (saignant, à point, bien cuit)	a) Use of comment b) Cultural reference: The French tend to cook steak less than most Americans.
20. Qu'est-ce qu'on fait avec le couteau (la cuiller, la fourchette, etc.)	a) Faire b) Qu'est-ce que c) Use of on

NOTA BENE

In preparing these units around a specific theme, it has been necessary at times to use some structures which would normally be taught at a later time.

When you encounter these structures in the Developmental Questions, please note that they are to be taught in context only and only as needed in the particular situation. They will be thoroughly treated at the appropriate time.

GRAMMATICAL STRUCTURES

Level I has been divided into six culturally oriented units. Included in each unit are those structures which lend themselves to the theme of that unit. Many grammatical structures will therefore reappear in the course of the six units.

The list of structures is not a sine qua non. The teacher should be selective in the choice of structures to be developed within this thematic unit, basing his decision on those structures already mastered by his students. The choice should be limited to those structures not yet mastered in previous units.

It is suggested that the teacher give classroom directions in French at all times.

1. Articles

   a) Partitive

      Simple affirmative: J'ai du pain.
      Simple negative: Je n'ai pas de pain.

   b) With parts of the day: Le matin, je fais une promenade. (l'après-midi, le soir, la nuit)

2. Pronouns

   a) Subject pronouns including ce and on
   b) Interrogative pronoun: qu'est-ce que

3. Verbs

a) Present tense of the three regular conjugations
b) Imperative forms as needed for oral recognition. Example:

Apporte le pain.
Dînons au restaurant.
Remplissez le verre.

c) Irregular verbs, avoir, être, aller, boire, faire, prendre, in the present tense as needed

4. Adverbs

a) Those frequently used as vocabulary, e.g. bien, mal, vite, lentement
b) Use of combien, combien de

5. Prepositions

a) Use of pour + infinitive form of verb
b) Others: à, dans, avec, chez, sur, devant, derrière

6. Numerals

Cardinals: 21 to 100

READING

It is suggested that the teacher choose from the texts he is using appropriate reading selections related to the situational theme. Appropriate readings may include dialogues, short passages, recipes, menus, newspaper and magazine articles or advertisements. Whenever desirable, the teacher should write original dialogues or short passages.

SUGGESTED PROCEDURES

1. Review colors, size and numbers.
2. Present new vocabulary words and expressions using realia such as pictures from magazines, the actual object, plastic models, transparencies on the overhead projector, pictures created by students, sketches drawn by the teacher on the board.

3. Practice these words through a chain drill in which the students ask questions of each other using a representation of the object as the cued response.

4. Games

   a) Riddles prepared by the students to describe objects
   b) Role-playing: Students can role-play the object which their classmates will then try to identify.
   c) Bon Appétit: Card game available from Gessler Publishing Company, useful for teaching the names of dishes. Class may be divided into several small groups.
   d) Scrambled words: May be a team or individual game. On the overhead projector, reveal a common food with the letters scrambled. The first student to unscramble the letters and correctly name the food scores a point.

5. French Galloping Gourmet

   Have a student prepare a short presentation in which he gives a cooking lesson for French television. Much more excitement will be generated if the student actually prepares a French dish. An easy and rather amusing recipe is that of the Southern French specialty sandwich, the Pan Bagnat. (See recipe on separate page). When the sandwich is made, have a member of the "studio audience" sample it and give his opinion.

6. A variation of the cooking lesson would include audience participation. The chef, prepared with visuals or the actual ingredients that go into "un gateau" or "une ratatouille" asks, "Qu'est-ce qu'il faut pour préparer _____?" As the students supply the ingredients, the chef places them (or the visuals representing them) in the mixing bowl.

SUGGESTED PROCEDURES (cont'd)

7. Comment mettre le couvert.

   Have students prepare visuals of all the items used when setting a table. Test students' knowledge of where each item belongs in the place setting.

   Teacher : Où est-ce qu'on met le verre?

   Student : On met le verre ici. (Student places the picture on a magnetic board, felt board, or tapes it to the blackboard).

8. Create a restaurant scene or a family dinner scene and have the students play the different roles.

9. Have students describe a picture of a table scene or a restaurant scene.

10. Create a food market in which the students role-play the seller and the buyer.

11. Have students post the school cafeteria menu in French.

12. Give simple descriptions in French of the foods mentioned. These may be given for oral comprehension practice or in writing for reading comprehension practice.

13. Record the following activities of the students (using a reel to reel tape recorder, a cassette recorder or the language laboratory): dramatizations of dialogues, reading of passages, recitations of poetry, singing of songs.

ENRICHMENT ACTIVITIES

1. Bring in samples of typical French foods: croissants, brioches, petits fours, pain français.

2. Have a French breakfast in class.

3. Take students to a French restaurant.

ENRICHMENT ACTIVITIES (cont'd)

4. Decorate a part of the classroom to look like a French restaurant.

5. Have students create restaurant menus.

6. Have the class meet in the Home Economics room to prepare a French dish.

7. Show film (BAVI), LA PETITE FERME, 2 reels, 17 minutes, in color. This film shows family activities: going to school, farm chores, meal time.

8. Show film (BAVI), LE MARCHÉ, 1 reel, 10 minutes, in color. A young man and his wife visit the market to make some purchases.

9. Show other departmental films, filmstrips, pictures, etc. Excellent commercial films may be rented for a nominal fee.

ADDITIONAL ENRICHMENT ACTIVITIES

1. Different parts of France specialize in certain dishes which are the "spécialités culinaires" of the region. Students may research these areas and perhaps draw a map entitled, "Spécialités Culinaires de la France".

2. Students may do a research project on how wine is produced - "From Grape to Bottle".

3. Helpful cookbook for planning French luncheons: "La Cuisine Merveilleuse et Amusante", available from Gessler Publishing Company.

4. Recipe for le Pan Bagnat

Le Pan Bagnat, ce n'est pas un simple plat, c'est tout un repas! Et c'est un repas très facile à préparer: en fait, le pan bagnat n'est qu'un énorme sandwich.

Il vous faut:

ADDITIONAL ENRICHMENT ACTIVITIES (cont'd)

4. Recipe for le Pan Bagnat (cont'd)

un pain rond par personne	des poivrons
une laitue	des radis
un concombre	des olives noires et vertes
des oeufs durs	des filets d'anchois
des oignons	de l'huile d'olive
des tomates	du sel et du poivre

Coupez les pains en deux.
Mettez sur la moitié de chaque pain quelques feuilles de laitue. Mettez dessus des rondelles de concombre, d'oeuf dur, d'oignon, de tomate et de poivron. Ajoutez des radis, quelques olives et quatre ou cinq filets d'anchois. Salez et poivrez. Finalement, arrosez le tout avec de l'huile d'olive et refermez les pains.

5. Proverbs - for memorization and discussion

1. Il faut manger pour vivre, et non pas vivre pour manger.
2. L'appétit vient en mangeant.
3. A chacun son goût.
4. La faim chasse le loup du bois.
5. On ne fait pas d'omelette sans casser d'oeufs.
6. Qui dort dine.
7. Qui vole un oeuf vole un boeuf.

6. Common expression

Bon comme le pain.

7. Colloquialisms

1. Je suis trempée comme une soupe.
2. J'ai une faim de loup.
3. Un repas sans vin est une journée sans soleil.

8. Songs

1. "Chevaliers de la Table Ronde"
2. "Plantons la Vigne"
3. "Bon Appétit" (Gessler)

9. Tongue Twister

Cliente: Bonjour, Madame Sans Souci. Combien sont ces six saucissons-ci?

Madame S-S: Ces six saucissons-ci sont six sous.

Cliente: Si ces six saucissons-ci sont six sous, ces six saucissons-ci sont trop chers.

TESTING

1. Picture test (rexographed sheet, transparency projection or model)

   a) True/False
   b) Qu'est-ce que c'est?
   c) Est-ce l'assiette ou la tasse?

2. Oral and written answers to oral questions.

3. Oral or written questions to test vocabulary: On mange la viande avec une fourchette ou une cuiller?

4. The teacher or a student reads a line of a dialogue and students give appropriate oral or written rejoinder.

5. Picture Stimulus Test. Student selects a picture and prepares 5 written or oral sentences to describe it.

6. Cued Response Test.

7. Written tests based on readings, structural items and vocabulary. These tests should contain a variety of test exercises: completion, multiple choice, matching, questions to be answered in complete sentences, synonyms and antonyms.

SITUATIONAL THEME: FRENCH LEVEL I

THEME NO. 3: FAISONS UN TOUR DE LA VILLE

RATIONALE

It is our conviction that the study of a foreign language provides the most enlightened path toward understanding the various peoples who occupy planet Earth. And what can be more important to the future of man than a closer relationship with "his brother"?

INTRODUCTION

These suggestions are designed to explore a meaningful, effective and relevant approach to acquiring ability to communicate in French The focus here is a life situation in which the student is taught to function in the foreign language.

Since this is a first draft of the syllabus revision, it is suggested that teachers contribute original dialogues and reading selections which are an outgrowth of classroom activities and which are related to the situational themes. These may be included in the final draft as model dialogues and readings.

BASIC OBJECTIVES OF THIS UNIT

1. To familiarize the students with the necessary French vocabulary and expressions to enable them to get around successfully in a French-speaking city.
2. To acquaint the students with the various modes of local transportation in a typical French city and to contrast them with those in New York City.

3. To familiarize the students with important places of interest in Paris* and to compare them with places of interest here in New York.

4. To teach and provide practice in the uses of such grammatical structures as are needed in consonance with the above objectives.

METHODS AND MATERIALS

The suggested procedures and enrichment activities outlined here are points of departure for the teacher who should not consider himself limited by them. They are designed to provide innovative ideas that will spark student creativity. The teacher will build upon and adapt these suggestions according to the needs, interests and capabilities of his students.

All the suggested activities should be associated with appropriate visuals.

The many textbooks that are in use today can serve as a source of materials which can be adapted to reinforce, enhance and enrich the thematic units according to the interests and ability of the students.

The participation of the students in the preparation of materials should be actively encouraged. For example, students may assist by drawing pictures and charts, making models or bringing in pictures from magazines.

It is also suggested that the teacher include simple songs and poems related to the situational themes.

* Other French-speaking areas such as French Canada, Haiti, Martinique, Guadeloupe, French West Africa, will be treated in subsequent units.

Many of the grammatical structures listed will appear in several units. These should therefore be treated in the warm-up or as the vehicle for the introduction of new vocabulary expressions.

The grammatical structures should be treated WITHIN THE CONTEXT OF THE UNIT.

TIME SEQUENCE

This depends upon the ability of the students. We suggest, however, approximately four weeks for each themal unit when Level I is covered in one year.

If Level I is covered in two years, as is the case in the 7th and 8th grades, then 8 weeks should be the appropriate time span.

In the Intermediate schools, where Level I is covered in three years, then 12 weeks should be allocated for this unit.

CULTURE

Cultural information that is relevant to the situational topic should be presented within the unit. The suggested topics to be treated in this unit are:

1. Demander son chemin: Asking one's way can often be necessary if you are a tourist in Paris. French people, however, are most cordial and will go out of their way to help you. Sometimes they will even walk or drive you to your destination.

   When you ask directions, distances are given to you with precision, in kilometers. Remember that a kilometer is equal to 1000 meters or approximately 5/8 of a mile.

2. MOYENS DE TRANSPORT

aller à pied: French people love to walk and the promenade is one of their favorite pastimes.

prendre l'autobus: In order to board the bus one must faire la queue or wait in line. You are charged according to the distance you travel. One purchases un ticket d'autobus or un carnet (book of tickets). At some bus stops one can take un ticket d'appel, a numbered call slip issued by machine, permitting passengers to board a bus on a first-come, first-served basis.

prendre le métro (abbreviation for métropolitain)

The Paris subway system is quite attractive. Stops are clearly indicated, stations beautifully decorated with paintings, flowers, art objects; many trains run more quietly than ours because they are equipped with rubber wheels.

In some stations the doors close automatically, preventing access to the platform as the train arrives at the station, thereby preventing accidents caused by running for the train.

A device on the wall of the Paris subway stations, le plan lumineux, lights up your entire route when you push a buttom to indicate your destination.

First or second class subway tickets may be purchased.

prendre le chemin de fer

This is the principal mode of transportation in France. The railroad is controlled and administered by the government. Each line has a station in Paris and connects the various cities and regions of France.

Characteristics: rapid, comfortable electric trains, first and second class card divided into individual seating "compartiments".

prendre un taxi

When taking a taxi at night, one must remember that a supplement is charged in addition to the actual meter reading. This is called the "tarif de nuit."

voiture particulière

There are many private cars in France today. Most are much smaller than American cars. Popular makes are Citroën, Peugeot, Renault and Simca.

Roads in France are rather good. The autoroute is crowded on holidays and weekends. Paris now has its autoroute de ceinture or "belt parkway."

Parking in Paris is as difficult as it is in New York City. All too often one is confronted with No Parking signs: Défense de Stationner.

d'autres moyens de transport

Bicyclettes (popularly called vélos), motocyclettes, scooters, camions, bateaux-mouches.

3. ORIENTATION TO THE CITY OF PARIS

Divided into Left and Right Banks by the Seine River and into 20 arrondissements.

Some street signs are:

Sens Unique - One way street	Interdit - No entrance
Sans Issue - Dead end	Défense de Stationner - No parking

Guide Michelin: a source of information about restaurants, hotels, places of interest, historical data.

Points of Interest

The teacher should provide, in short reading passages, dialogues and poems, information about these and other points of interest.

Avenue des Champs Elysées, la Place du Général de Gaulle.

l'Arc de Triomphe

Place de la Concorde

Boulevard St. Michel (Boul' Mich')

Le Palais du Louvre

Les Tuileries

Le Jardin du Luxembourg

La Tour Eiffel

La Seine, les bouquinistes sur les quais

l'Ambassade des Etats-Unis

La Sorbonne

La Place de la Bastille

Le Quartier Latin

Notre-Dame de Paris

Le Sacré-Coeur

Saint-Germain-des-Prés

Montmartre

Bois de Boulogne

The students should be told that the Statue of Liberty in New York was a gift from France and the work of the French sculptor,

Bartholdi. There are two other versions of the statue, though not as large as the main one. In Paris, one is on the Seine river and the other is in the Jardin du Luxembourg.

VOCABULARY AND USEFUL EXPRESSIONS

La ville	le train	à droite
la carte	le métro	à gauche
le musée	en métro	au centre (de)
le parc	la correspondance	à côté de
le bâtiment	la station (bus, subway)	par là
l'hôtel	l'autobus	en face de
la bibliothèque	en autobus	près (de)
le bureau de poste	le ticket	loin (de)
Le boulevard	le feu rouge (vert)	par ici
L'avenue (f.)	la circulation	là-bas
le quartier	le kilomètre	devant
La rue	l'autoroute	derrière
le passage clouté	monter	tout droit
au coin de la rue	descendre	vers
à pied	attendre	le bon chemin
le piéton	rouler	
faire une promenade	tourner	
marcher	suivez-moi	
flâner	en voiture	
traverser	voyager	

visiter (place of interest)

rendre visite à (person)

défense de stationner

arrêter

stationner

l'agent de police (m.)

le parking

la voiture

l'auto (f.)

le chemin de fer

la gare (railway)

un billet

un billet d'aller et retour

un aller et retour

la deuxième classe

la première classe

GRAMMATICAL STRUCTURES

Level I has been divided into eight culturally oriented situational units. Included in each unit are those structures which lend themselves to the theme of that unit. Many grammatical structures will therefore reappear in the course of the eight units.

The list of structures is not a sine qua non. The teacher should be selective in the choice of structures to be developed within the thematic unit. The choice should be limited to those structures not yet mastered in previous units.

It is suggested that the teacher give classroom directions in French at all times.

1. Articles

   a. Review contractions with à and de

   b. Review use of de to show possession

2. Verb Structures

   a. Review present tense of the three regular conjugations

   b. Use of voici, voilà, il y a

   c. Present tense of dire, faire, lire

   d. Faire idioms relating to weather

   e. Avoir idioms relating to age

3. Time Expressions

   a. Review telling time

   b. Days, months and seasons

   c. Dates

DEVELOPMENTAL QUESTIONS

Question	Grammatical and/or Cultural References
1. Le bureau de poste est-il loin d'ici?	a) Interr. with noun subj. b) Loin de - location - près de c) Etre - present tense d) Le bureau de poste - where one makes telephone calls; staffed with long distance operator.
2. Attendez-vous l'autobus pour aller au lycée?	a) Re verb b) Attendre - to wait for c) Pour + infinitive d) A + definite article e) /e/ sound in 3 graphic examples: ez, er, ée f) Contrast of /y/ and /u/ in autobus and vous g) School children receive bus passes for trips to and from school.
3. Où se trouve la rue Saint-Sulpice?	a) se trouver b) /u/ vs. /y/ as in où and rue. c) To teach difference in naming

streets in French and English.
Ex.: Parsons Boulevard versus
le boulevard Parsons

d) L'Eglise Saint-Sulpice is one of the more famous churches in Paris. See Guide Michelin.

4. Est-ce par là?

a) Par là / par ici
Use of ce.

5. Peut-on y aller à pied?

a) Pouvoir - present tense
b) Use of pronoun y.
c) Mode of transportation: à pied, à bicyclette, etc.
d) The French are avid walkers.

6. Où descend-on pour aller au Jardin du Luxembourg?

a) Re verb
b) Pour + infinitive
c) A + definite article
d) Sound of /t/ for liaison between "descend" and "on"
e) Contrast of nasal sounds /ã/, /õ/, /ɛ̃/ as in descend, on, jardin.
f) The parks of Paris are famous as an area for promenade, relaxation. They are very well kept.

7. Où se trouve la Gare du Nord?	Paris is the centre of France - the hub of its Railroad System. There are five (5) principal railroad terminals: Gare du Nord, Gare de l'Est, Gare d'Austerlitz, Gare St. Lazare, Gare de Lyon.
8. A quelle heure part le train pour Cherbourg?	a) Time: the 24 hour cycle of telling time when referring to public events (TV or Radio) and the railroad. b) Partir - present tense c) Pour + city
9. Où va l'autobus numéro 17?	a) Verb: aller b) Practice cardinal numbers.
10. Monsieur, pour aller à _____ on prend _____?	a) A pattern for asking questions. b) Use of on for indefinite person. c) Prendre
11. Est-ce près d'ici?	a) Use of ce. b) Près de / loin de
12. Papa, est-ce qu'on va en voiture au Bois de Boulogne?	a) Use of on. b) Mode of transportation expressed by en as in en voiture, en bateau, etc.

c) In response, use of y

d) Bois de Boulogne - largest park in Paris.

13. Avez-vous des tickets pour le métro?

a) Avoir

b) Partitive

c) Use of tickets vs. billets.

READING

It is suggested that the teacher choose from the text he is using appropriate dialogues and reading selections relating to the situational theme. Whenever desirable, the teacher should write original dialogues or short passages.

SUGGESTED PROCEDURES

1. Ask students to tell how they get to school.
2. Ask students to tell how they travel to places of interest in New York City.
3. Ask students to dramatize asking for directions and giving the answers.
4. Show pictures of various modes of transportation and ask students to tell the advantages (confortable, bon marché) and disadvantages (cher, bondé).
5. Play the game "Mille Bornes".
6. Ask students to give the location (près de, loin de, au coin de la rue, au centre de la ville) of various places of interest.
7. Using a reel to reel tape recorder, a cassette recorder or the language laboratory, make recordings of the following activities of

the students: dramatization of dialogues, reading of passages, recitation of poetry and singing of songs.

8. Show personal slides and tell about your experiences while traveling in France.
9. Using an enlarged Paris metro map, have students go by métro from one place to another.
10. Review the 24 hour clock.
11. Post street signs for some of the major Parisian streets.
12. Have students draw a large map of Paris for a bulletin board, using post-cards or cut-outs to indicate the location of the major attractions. The best way to make an accurate map is to use the opaque projector and project a map of Paris directly onto a bulletin board covered with construction paper.

ENRICHMENT ACTIVITIES

1. Take the students to museums, the French Embassy, the United Nations, appropriate French films, etc.
2. Show film (BAVI), THE PARIS OF FRANÇOIS, 3 reels, 22 minutes, in color. Shows scenes of the city.
3. Show film (BAVI), PARLONS FRANÇAIS, lesson 47, 2 reels, 15 minutes, in color. Shows scenes of Paris.
4. Show other films--purchased or rented.
5. Make a bulletin board of pictures of Paris.
6. Teach "la Seine" and "Sous le Ciel de Paris."
7. Play the record, "Yves Montand's Paris."

8. Using large cardboard cartons, have students construct their own classroom Kiosque. Post announcements of school events, foreign language news articles, etc.

9. Proverb: Paris ne s'est pas fait en un jour.

TESTING

1. Picture test (rexographed sheet, transparency projection or model).
   a) Vrai ou Faux
   b) Qu'est-ce que c'est?
   c) Est-ce le feu rouge ou le feu vert?
2. Oral questions requiring oral answers.
3. Oral questions requiring written answers.
4. Oral or written questions to test vocabulary: Quand on voit l'affiche "Défense de stationner," on peut ou on ne peut pas stationner?
5. The teacher or a student reads a line of a dialogue and students give appropriate oral or written rejoinders.
6. Picture Stimulus Test. Students select pictures and prepare written sentences to describe them.
7. Cued Response Test.
8. Written tests based on readings, structural items and vocabulary. These tests should contain a variety of test exercises: completion, multiple choice, matching, questions to be answered in complete sentences, synonyms and antonyms.

*1 Recording: Magnifique Jacqueline François, PCC 600/PCC 200
*2 Columbia Mono CL 2234

Theme No. 4: ALLONS FAIRE DES COURSES

Rationale

It is our conviction that the study of a foreign language provides the most enlightened path toward understanding the various peoples who occupy planet Earth. And what can be more important to the future of man than a closer relationship with "his brother"?

Introduction

These suggestions are designed to explore a more meaningful, effective and relevant approach to acquiring ability to communicate in French. The focus here is a life situation in which the student is taught to function in the foreign language.

Since this is a first draft of the syllabus revision, it is suggested that teachers contribute original dialogues and reading selections which are an outgrowth of classroom activities and which are related to the situational themes. These may be included in the final draft as model dialogues and readings.

Basic Objectives of This Unit

1. To familiarize the students with the necessary French vocabulary and expressions to enable them to make a variety of purchases with ease.
   A. To acquaint students with the various types of stores.
   B. To enable the student to handle monetary transactions.

C. To acquaint students with the different systems of designating clothing sizes.

D. To equip students with the necessary vocabulary to discuss the differences and similarities in dress and hairstyles appropriate to various social occasions.

2. To teach and provide practice in the use of such grammatical structures as are needed in consonance with the above objectives.

Methods and Materials

The suggested procedures and enrichment activities outlined here are points of departure for the teacher who should not consider himself limited by them. They are designed to provide innovative ideas that will spark student creativity. The teacher will build upon and adapt these suggestions according to the needs, interests and capabilities of his students.

All the suggested activities should be associated with appropriate visuals.

The many textbooks that are in use today can serve as a source of materials which can be adapted to reinforce, enhance and enrich the thematic units according to the interests and ability of the class.

The participation of the students in the preparation of materials should be actively encouraged. For example, students may assist by drawing pictures and charts, making models or bringing in pictures from magazines.

It is also suggested that the teacher include simple songs and poems related to the situational themes.

Many of the grammatical structures listed will appear in several units. These should therefore be treated in the warm-up or as the vehicle

for the introduction of new vocabulary expressions.

The grammatical structures should be treated WITHIN THE CONTEXT OF THE UNIT.

Time Sequence

This depends upon the ability of the students. We suggest, however, approximately four to six weeks for each themal unit. (if used for grades 9-12)

CULTURE

Cultural information that is relevant to the situational topic should be presented within the unit. The suggested topics to be treated in this unit are:

1. The French franc (F or NF) is divided into 100 centimes. Although current rates of exchange fluctuate, there are approximately five francs to the dollar.

2. Withdrawing money from the caisse d'épargne (savings account) is generally done judiciously. It is preferable that the livret (bank book) show only deposits. Le compte courant (checking account) is widely used and credit cards are also becoming popular in France.

3. At the bureau de poste (P. et T.)(post office), letters are weighed and timbres (stamps) and mandats (money orders) are bought. Local and long-distance telephone calls are made and received from the cabines-téléphoniques (phone booths). Jetons (tokens) are sometimes necessary to make the local calls.

4. The French traditionally shop for groceries at the épicerie du quartier but the super-marché, and le libre-service in general, have become very popular.

5. Les spécialités of la boulangerie (the bakery), la pâtisserie (pastry shop), la charcuterie (pork delicacies) and la boucherie (butcher shop) will enhance the dîner de famille.

6. Cigarettes can only be bought at the bureau de tabac (tobacco shop) which is licensed by the state. Les allumettes (matches), which in France must be paid for, and le tabac, are a government monopoly.

7. A typical shopping list may include visits to la librairie papeterie (periodicals-stationery story), la pharmacie which sells only pharmaceutical articles and toilet articles.

8. Monoprix, Prisunic, Uniprix, are the French equivalents of the dime store.

9. Representative of the grands magasins are Galeries Lafayette, Au Printemps, and Samaritaine. Some have succursales (branches) outside Paris.

10. In France the floor above the rez-de-chaussée is the premier étage, thus, the third floor in New York is the deuxième in Paris.

11. Paris is an important center of haute-couture (high fashion). In addition to their regular collection some couturiers (fashion designers) such as Saint Laurent and Cardin make up a less expensive line of prêt-à-porter (ready to wear clothing), perfumes and linens.

12. The French chic is largely due to insistence on qualité not quantité. One chooses each item carefully so that it is de bon goût (in good taste) and appropriate to the wearer's needs.

13. The differences between American sizes and French taille and pointure should be explained.

14. Politeness and formality characterize the client-vendeur (customer-salesman) relationship. One may have a friendly chat with the propriétaire (owner) of a neighborhood boutique but the formules de politesse are preserved.

15. In rural France, especially in the Midi (South), stores and offices usually close for lunch from noon to three o'clock; this time is made up by staying open later in the evening.

16. As a rule, men go chez le coiffeur (barber shop) for a haircut and women go to the salon de coiffure but many shops now cater to both dames et messieurs.

Les Tailles et les Pointures

(a) Dames

1. Manteaux et robes

Etats-Unis:	8	10	12	14	16	18	20
France:	38	40	42	44	46	48	50

2. Chaussures

Etats-Unis:	4	5	6	7	8	9
France:	35	36	37	38	39	40

3. Corsages, chandails et combinaisons

Etats-Unis:	32	34	36	38	40	42
France:	38	40	42	44	46	48

(b) Messieurs

1. Pardessus et complets

Etats-Unis:	36	38	40	42	44	46
France:	46	48	51	54	56	59

2. Chaussures et pantoufles

Etats-Unis:	8	8½	9½	10	10½
France:	41	42	43	44	45

3. Chemises

Etats-Unis:	14½	15	15½	16	16½
France:	37	38	39	40	41

Vocabulary and Useful Expressions

le vêtement
le complet
le manteau
le pardessus
un imperméable (un imper)
le costume
le pantalon
le gilet
la chemise
la cravate
les jeans
le pull-over (le pull)
le chandail
la jaquette
la jupe
la blouse
la robe
la ceinture
le bouton
la manche
le col
la poche
la chemise de nuit
le pyjama
le tissu
la laine
le coton
la soie
le gant
les lunettes
le soulier
la chaussure
la botte
la pantoufle
le cuir
le caoutchouc
la sandale
la chaussette
le bas
le collant

le sac (à main)
le porte-monnaie
le portefeuille
le chapeau
le béret
une écharpe
la casquette
le bijou
la bague
la boucle d'oreille
le collier
le bracelet
l'or (m.)
l'argent (f.)
le coiffeur
la banque
la boutique
le magasin
le rayon
la vitrine
le prix
la solde
la caisse
la monnaie
le franc
la centime
le chèque
le vendeur
la vendeuse
la glace
un étage
le rez-de-chaussée
un ascenseur
un escalier (roulant)
en ville
l'entrée (f.)
la sortie
pousser
tirer

porter
essayer
mettre
boutonner
ôter
acheter
payer
dépenser
coûter
vendre
chercher
trouver
décider
détester
choisir
regarder
beau, bel, belle
laid (e)
à la mode
chic
cher, chère
bon marché
court (e)
long, longue
autre
nouveau, nouvel, nouvelle
vieux, vieil, vieille
tout (e)
peu de
beaucoup de
trop de
à votre service
cela me plaît
madame désire?
Je voudrais
avoir besoin de
faire des courses
défense de fumer
ne touchez pas

DEVELOPMENTAL QUESTIONS

	Question	Grammatical and/or Cultural References
1.	De quelle couleur est la cravate de Paul?	a) Colors - placement, agreement Shades - light, dark b) Use of de quel - agreement c) Review être. d) Irr. fem. - blanc/blanche rouge e) Review de with possessives.
2.	Combien coûte le _____ ? Quel est le prix de ____?	a) Use of combien b) Cardinal numbers - 1 to 1000 c) Value of franc (5 fr. to $1) d) Use of de, du, de la, de l'
3.	Que portez-vous quand il pleut?	a) Use of que b) Articles of clothing c) Er verbs d) Review weather
4.	Qui coupe les cheveux, le couturier ou le coiffeur?	a) Use of qui b) Discuss names of couturiers. c) Discuss new Dames - Messieurs Coiffeur.
5.	Quel vin préférez-vous, le blanc ou le rouge? Quelle jupe aimez-vous mieux, la verte ou la rose?	a) Use of quel - agreement b) Orth. changing verb préférer c) Expression aimer mieux d) Irr. plurals - bas e) Colors - agreement, placement
6.	Voici les souliers noirs. Les aimez-vous?	a) Object pronouns b) Position of adjectives c) Agreement of adjectives d) Colors - placement, agreement
7.	Mettez-vous vos lunettes pour regarder le journal?	a) Mettre - present tense b) Review use of pour + infin.. c) Possessive adjectives
8.	Vous ne voulez rien à la charcuterie?...au bureau de tabac?	a) Ne...rien b) Discuss different types of shops. c) Use of à la, au, aux
9.	Pour aller du rez-de-chaussée au troisième étage on prend...	a) Ordinal numbers b) Discuss rez-de-chaussée. c) Use of on
10.	Prenez-vous les gants de laine ou de cuir?	a) Prendre - present tense b) Fabrics - with de

11.	Est-ce que cette pointure me va bien?...mieux?	a) Expression me va bien b) Pointure - discuss sizes c) Bien, mieux
12.	Ceci est bon marché, n'est-ce pas?	a) Use of ceci, cela, ça b) Expression bon marché c) Irr. adjectives - cher/chère
13.	Achetez-vous le journal à l'épicerie?	a) Orth. changing verb acheter b) Discuss librairie-papeterie. c) Use of ne...pas
14.	Qu'est-ce que vous trouvez au Monoprix?	a) Review use of qu'est-ce que. b) Discuss Monoprix, Prix-Uniques.
15.	Faites-vous des courses au super-marché?	a) Expression faire des courses b) Discuss adoption of super-marché in France. c) Review faire.
16.	Avez-vous besoin d'un jeton pour le téléphone?	a) Expression avoir besoin de b) Use of jeton: discuss where it is bought.
17.	Que désirez-vous acheter pour la fête?	a) Vocabulary building b) Use of infinitive after désirer.
18.	Portez-vous un imperméable quand il fait du soleil?	a) Review weather expressions. b) Practice negative expressions
19.	Où allez-vous pour acheter_____.	a) Vocabulary building b) Pour + infinitive
20.	Qu'est-ce que vous achetez à la librairie?	a) Practice use of qu'est-ce que. b) Vocab. building - names of shops.
21.	Qui fait les courses chez vous?	a) Idiomatic expression: faire les courses. Give synonyms. b) Use of chez.
22.	Combien de blouses y a-t-il dans la classe?	a) Vocabulary drill. b) Interrogative form of il y a
23.	Si _____ coûte(nt) _____ franc(s), combien coûtent _____ ?	a) Review of cardinal numbers. b) Use of combien.

Grammatical Structures

1. Articles

   Review of de to show possession

2. Nouns

   a. Review formation of regular plurals
   b. Formation of irregular plurals: nouns enging in -al, -eau, -s, -x, -z, as they occur.

3. Pronouns

   a. Review "qu'est-ce que", "qui" and "que"
   b. Ceci, cela, ça
   c. Direct object: le, la, les

4. Adjectives

   a. Position of adjectives (colors) after the noun
   b. Adjectives relative to this unit which precede the noun
   c. Review of simple agreement: grand(s), grande(s)
   d. Irregular feminine forms, including adjectives ending in -e, -f, -x, -en, -on, -er, -el, -et, particularly as they occur in colors.
   e. Quel(s), quelle(s)
   f. Review of possessive adjectives

5. Negative

   a. Review "ne....pas".
   b. Ne...rien

6. Verb structures

   a. Review present tense of 3 regular conjugations: affirmative, negative, interrogative
   b. Orthographic changing verbs: préférer, acheter
   c. Mettre, prendre
   d. Vouloir (recognition only)

7. Numerals

   a. Review 1-100 for use in computing money transactions
   b. Teach 101 - 1000
   c. Ordinal numbers (in relation to "étage") - 1st to 20th

Reading

It is suggested that the teacher choose from the texts he is using appropriate reading selections related to the situational theme. Appropriate readings dialogues, short passages, newspaper and magazine articles or advertisements. Whenever desirable, the teacher should write original or short passages.

Suggested Procedures

1. Introduce and drill clothing vocabulary using various forms of realia:

   a. Magazine clippings, preferably from French fashion magazines to give clothing the "French touch".
   b. overhead projector transparencies
   c. pictures created by students
   d. sketches on the board
   e. puppets and/or marionettes

2. Ask students to describe what they are wearing, using colors and other adjectives such as beau, long, court. Students may enjoy describing what fellow classmates are wearing.

3. Collect from magazines (or have students bring in) large, colorful pictures of people. You might use a picture of Santa Claus, a movie star, or a cartoon character. Have students describe the attire of the characters in the picture.

4. Have students read variations of a basic "shopping" dialogue substituting different colors, clothing articles, sizes and prices.

5. Role-playing: Have students act out various scenes in a French department store. Use props and money. Some possibilities are:

   a. going shopping for a birthday gift
   b. trying to get service in a crowded store during the holiday rush
   c. making up one's mind about which outfit to buy, to the dismay of the "vendeur" (vendeuse)
   d. trying too hard to make a sale
   e. window-shopping
   f. T.V. commercial
   g. placing an order by telephone
   h. returning items in a department store

6. Show and Tell: students will bring in, show, and describe to the class clothing ads from French publications containing familiar words and expressions. Students can then create their own ads in French using familiar vocabulary.

7. Games

   a. Qui porte....? Have a student describe three items worn by a classmate, without revealing the person chosen. The first student to give the name of the person being described wins the round.

   b. Money Transaction Game. The teacher says: "La robe coûte 80 francs. Je donne au vendeur 100 francs." Students must compute and give the correct change. Students may be divided into teams for this game. After several demonstrations, students may play the teacher's role.

SUGGESTED PROCEDURES (cont.)

8. Bulletin Boards

a. Have students bring in pictures of interesting or amusing characters, mount their pictures on construction paper, and add the following descriptive information:

Il (Elle) s'appelle_____
Il (Elle) a _____ans.
Il porte _____, articles of clothing with descriptives.
_____

et _____

Encourage students to use their imagination. They might want to design "Wanted" (Recherche par la police) posters, with a reward for the capture of the character described.

b. Design a bulletin board to look like the vitrine of a French department store or boutique. Include prices and other relevant information.

9. Have students make up a shopping list for a day at a grand magasin.

10. Have students write a guided composition using the following questions as suggestions for content:

Qu'est-ce que vous allez acheter?
Pour qui?
Combien d'argent voulez-vous depenser?
Où allez-vous pour acheter_____?
Est-ce un grand magasin ou un petit magasin?
A quel étage se trouve _____?
Combien coûte _____?

As a listening-writing exercise, the teacher could give these questions orally, and allow time for the students to write the appropriate response.

Enrichment

1. Teach songs related to the clothing theme.

   "Le Cordonnier"
   "Promenons-nous"
   "En Passant par La Lorraine"

2. Have students practice tongue twisters related to the theme.

   i.e., "Les chaussettes de l'archiduchesse, sont-elles sèches archi-sèches."

3. Discuss with students the cultural implications of the following proverbs and sayings:

   L'habit ne fait pas le moine.
   Des goûts et des couleurs il ne faut pas disputer.
   Tout ce qui brille n'est pas or.
   Tout nouveau, tout beau.
   A chacun son goût.

4. Anectode: -Peux-tu me prêter quatre mille neuf cent quatre-vingt quinze francs? demande le petit garçon a un copain.
   -Hein? Pourquoi pas cinq mille?
   -Parce que j'ai déjà cinq francs.

5. Have students plan a seasonal wardrobe.

6. Audio-visual aids

   a. "Parlons Francais" - 15 minute film lessons available through the Bureau of Audiovisual Instruction. The films relevant to this unit are:

      #13-14 - Introduction of colors
      #26 - Various items of clothing
      #27 - Song, "Promenons-nous", articles of clothing

   b. The following slide series relating to the shopping theme are available with accompanying text through Gessler.
      "Un Grand Magasin"
      "Une Rue Commerçante"

   c. Select commercially sold films and filmstrips related to this theme.

SUGGESTIONS FOR TESTING

1. Picture test (requiring oral or written answers)

   a. Vrai/Faux
   b. Qu'est-ce que c'est?
   c. De quelle couleur _____?
   d. Multiple choice (visual cue with printed options)

2. Oral questions requiring oral answers.

   Une blouse coûte 16 NF; combien coûtent trois blouses?

3. Oral questions requiring short written answers (EX. Qui suis-je?)

   a. Je porte une jupe garçon , fille
   b. Je porte une cravate de soie. garçon , fille

4. Oral or written statements to test specific vocabulary and general comprehension.

   a. Vrai/Faux
   b. Questions: Que portez-vous quand il pleut?
   c. Multiple choice: On porte _____ sur la tête.
      a. un soulier rouge
      b. des gants
      c. un chapeau de paille
      d. des caoutchoucs
   d. A qui parlez-vous?
      Teacher gives a line of conversation, asking students to indicate to whom it is addressed:
      a. au vendeur
      b. à un(e) ami(e)
      i.e., Les vêtements sont trop chers. N'entrons pas dans ce magasin.

5. The teacher or a student reads a line of a dialogue and students give appropriate oral or written rejoinders.

6. Picture stimulus test. Student selects a picture and prepares five oral or written sentences to describe it.

7. Describe cued response test.

8. Sentence expansion (oral or written) by addition of adjective to test adjective placement and/or agreement.
   Voici un manteau. (beau) -- Voici un beau manteau.

9. Written tests based on readings, structural items and vocabulary. These tests should contain a variety of test exercises: completion, multiple choice, matching, questions to be answered in complete sentences, synonyms, antonyms, dictation of complete sentences and/or to fill in blanks.

SITUATIONAL THEME: FRENCH, LEVEL I

THEME NO. 5: AMUSONS-NOUS!

RATIONALE:

It is our conviction that the study of a foreign language provides the most enlightened path toward understanding the various peoples who occupy planet Earth. And what can be more important to the future of man than a closer relationship with "his brother"?

Introduction

These suggestions are designed to explore a more meaningful, effective and relevant approach to acquiring ability to communicate in French. The focus here is a life situation in which the student is taught to function in the foreign language.

Since this is a first draft of the syllabus revision, it is suggested that teachers contribute original dialogues and reading selections which are an outgrowth of classroom activities and which are related to the situational themes. These may be included in the final draft as model dialogues and readings.

BASIC OBJECTIVES OF THIS UNIT

1. To familiarize the students with the necessary French vocabulary and expressions (as indicated in the vocabulary section) to enable them to enjoy both participatory and spectator sports in a French-speaking country.

2. To acquaint students with the various sports that are popular in French-speaking countries.

3. To familiarize students with the most popular sports and to compare them to popular American sports.

4. To teach and provide practice in the use of such grammatical structures as are needed in consonance with the above objectives.

METHODS AND MATERIALS

The suggested procedures and enrichment activities outlined here are points of departure for the teacher who should not consider himself limited by them. They are designed to provide innovative ideas that will spark student creativity. The teacher will build upon and adapt these suggestions according to the needs, interests and capabilities of his students.

All the suggested activities should be associated with appropriate visuals.

The many textbooks that are in use today can serve as a source of materials which can be adapted to reinforce, enhance and enrich the thematic units according to the interests and ability of the students.

The participation of the students in the preparation of materials should be actively encouraged. For example: students may assist by drawing pictures and charts, making models or bringing in pictures from magazines.

It is also suggested that the teacher include simple songs and poems related to the situational themes.

Many of the grammatical structures listed will appear in several units. These should therefore be treated in the warm-up or as the vehicle for the introduction of new vocabulary expressions.

The grammatical structures should be treated WITHIN THE CONTEXT OF THE UNIT.

TIME SEQUENCE

This depends upon the ability of the students. We suggest, however, approximately four to six weeks for each themal unit when Level I is covered in one year.

If Level I is covered in two years, as is the case in the 7th and 8th grades, then eight to ten weeks should be the appropriate time span.

In the Intermediate Schools, where Level I is covered in three years, then twelve to fourteen weeks should be allocated for this unit.

CULTURE

Cultural information that is relevant to the situational topic should be presented within the unit. It is suggested that the following topics be treated in this unit.

SPORTS

The French-speaking people enjoy both participatory and spectator sports. Teams are usually organized by neighborhood social clubs and not by the schools. Although there is great enthusiasm for football (soccer) teams, and individual players enjoy celebrity status, group competition is not as emphasized as it is in the United States.

1. In France, le football is non-seasonal. The matches take place in stades. (The Stade Roland Garos is the Shea Stadium of Paris.) Fans cheer wildly for their favorite équipe (team) which is made up of eleven joueurs (players). Only a player's feet, shoulders and head may come in contact with le ballon (ball). Le gardien de but (goalie) alone touches the ball with his hands.
The top French team participates in the international competition to win the coveted coupe du championnat (trophy).

2. Le Tour de France (the national bicycle marathon race) is to the French what the World Series are to the Americans. The three-week series of twenty étapes (stages) which begin in July and cover a distance of four to five thousand kilometers, attract numerous participants and spectators. The winner of each étape wears the maillot jaune (yellow shirt).
The medaille (medal) is awarded to the winner of the Tour de France.

3. French students, who have longer winter holidays than Americans, attend winter camps (as well as summer camps) where the principal sport d'hiver (winter sport) is le ski (skiing).
Chamonix and Megève are popular stations de ski (winter resorts).
Jean-Claude Killy is a world-renowned French skieur (skier).

4. During the summer, hikers from the colonies de vacances (summer camps), musettes aux dos (knapsacks on their backs), are seen on the roads of Brittany and Provence. Camping sites with their gaily-colored tentes (tents) dot la campagne (countryside).

5. The stations balnéaires (sea-side resorts) along the Atlantic (Biarritz, Deauville) and along the Côte d'Azur (Riviera) are popular for les sports nautiques (water sports).

6. On Sundays, pétanque (type of bowling played out of doors. No pins are used.) and jeu de boules (bowling) players crowd the places (squares) of many provincial bourgs (town) and villages.

7. The tirage (drawing) of the government sponsored Loterie Nationale provides daily excitement for the French. Everyone looks forward to winning le gros lot (grand prize).

SUGGESTED VOCABULARY AND USEFUL EXPRESSIONS

le tour
la course
le cyclisme
la foule
la bicyclette
le vélo
le pneu
la roue
la pedale
les règles (la)
la médaille
gagner
perdre
rouler
pedaler
sortir
partir
se terminer
le football
le match
le stade
l'équipe
le joueur
le ballon
la victoire
l'arbitre
crier
le ski
le skieur
faire du ski

le bâton
les sports nautiques
la natation
la piscine
le lac
la mer
l'océan
la plage
le sable
le bord de la mer
la côte
le maillot de bain
nager
le camping
la tente
la campagne
la montagne
la colline
le ciel
l'arbre
l'herbe
la fleur
le pique-nique
marcher
la gymnastique
le tennis
la corde
sauter à la corde
cache-cache
la récréation

les vacances
les grandes vacances
le jeu
les cartes (la)
le cinéma
le guichet
le billet
faire la queue
canoter
le canot
faire une promenade
faire un voyage
monter à cheval
monter à bicyclette
avoir envie de
fatigue (e)
chaque
si pendant
savoir
pouvoir
lire
écrire
dire
la saison
le printemps
l'été
l'automne
l'hiver
il fait beau
il fait mauvais
il fait froid
il fait chaud
il fait du soleil
il fait du vent
il fait des nuages
il pleut
il neige

DEVELOPMENTAL QUESTIONS

Question	Grammatical and/or Cultural References
1. Pouvez-vous faire du ski quand il fait chaud?	a. use of verb pouvoir in present tense b. use of pouvoir + infinitive c. use of faire with weather d. names of sports
2. En quelle saison faites-vous du camping?	a. use of quel (agreement) b. use of faire with sports c. use of partitive (du etc.) with sports
3. Quel est votre sport préféré en été?	a. use of quel (agreement) b. use of ortho. changing verb préférer c. use of seasons with en, au d. use of possessives
4. Savez-vous nager?	a. use of verb savoir b. use of savoir + infinitive c. names of sports
5. Allez-vous à la plage a bicyclette?	a. use of verb aller b. use of contraction au c. use of à, en with transportation
6. Quel numero va gagner la loterie?	a. use of quel b. use of aller + infinitive c. discuss la Loterie Nationale d. use of cardinal numbers
7. Où fait-on du camping?	a. use of verb faire b. use of pronoun on
8. Comment s'appelle votre equipe preferee de football?	a. use of expression s'appelle b. names of sports c. use of ortho. changing verb préférer d. use of possessive

9.	Voulez-vous aller à une station balnéaire en hiver?	a. use of verb vouloir b. use of verb vouloir + infinitive c. use of contractions (à) d. use of different vacation locations e. use of seasons with en, au
10.	Pour nager on va à la piscine.	a. use of pour + infinitive b. naming sports c. use of contraction au d. use of different sports locations
11.	À quelle heure commence le match?	a. use of time b. use of er verb commencer c. use of names of sports
12.	Qui va gagner le match?	a. use of qui b. use of aller + infinitive
13.	Quand porte-t-on le maillot jaune?	a. use of er verbs b. use of on c. use of maillot jaune - special clothing for sports
14.	Combien de joueurs y a-t-il dans une equipe de football?	a. use of combien de b. use of y a-t-il c. use of cardinal numbers d. use of names of sports
15.	Voulez-vous jouer au tennis?	a. use of vouloir b. use of vouloir + infinitive c. use of contraction au with sports d. names of sports
16.	Savez-vous les règles du football?	a. use of verb savoir b. use of contraction du c. use of names of sports
17.	Nagez-vous le matin?	a. names of sports b. use of interrogative sentences c. use of le with time of day
18.	Ne jouez-vous jamais aux cartes?	a. use of ne _____ jamais b. names of sports c. use of contractions with sports d. use of interrogative sentences

19.	Visitez-vous cette plage pour la deuxième fois?	a. use of cette b. use of interrogative with er verb c. use of ordinal numbers
20.	Sortez-vous pendant le week-end?	a. use of verb sortir b. use of interrogative sentence c. use of pendant
21.	Si on perd le match est-ce qu'on ne joue plus?	a. use of si b. use of on c. use of re verb perdre d. use of est-ce que e. use of ne _____ plus
22.	Quand criez-vous, "Bravo!"?	a. use of "Bravo!" b. use of crier c. use of interrogative sentence
23.	Est-ce que vous êtes skieur?	a. omission of article b. use of est-ce que c. use of verb être

GRAMMATICAL STRUCTURES

Level I has been divided into six cultrally oriented situational units. Included in each unit are those structures which lend themselves to the theme of that unit. Many grammatical structures will therefore reappear in the course of the six units.

The list of structures is not a sine qua non. The teacher should be selective in the choice of structures to be developed within the thematic unit. The choice should be limited to those structures not yet mastered in previous units.

It is suggested that the teacher give classroom directions in French at all times.

1. Articles

   a. Omission of article with unmodified nouns of participators in athletic activities

   b. Review of contraction with à and de

   c. Review definite article with parts of the day: le matin, la nuit.

2. Pronouns

   a. Review of on.

3. Adjectives

   a. Demonstrative adjectives ce, cet, etc.

   b. Common limiting adjectives (chaque, autre)

   c. Review of quel(s), quelle(s)

4. Interrogatives

   a. Review of quand, où, combien de, comment

5. Negatives

   a. Ne ——————————jamais, ne ——————————plus

6. Verbs

   a. sortir, savoir, pouvoir (recognition only)

   b. Review orthographic changing verbs préférer, s'appeler R.

   c. vouloir + infinitive, pour + infinitive

   d. Review aller, faire.

   e. Faire idioms relating to sports.

      Review faire idioms with weather.

7. Adverbs

   a. Review bien, mal, vite, lentement, seulement in relation to sports.

8. Numerals

   a. Review ordinals.

9. Time Expressions

   a. Use of en, au with seasons

   b. Review days, months.

READING

It is suggested that the teacher choose from the texts he is using appropriate selections related to the situational theme. Appropriate readings may include dialogues, short passages, newspaper and magazine articles or advertisements. Whenever desirable, the teacher should write original dialogues or short passages.

SUGGESTED PROCEDURES

The following activities should, of course, be performed in French:

1. Ask students to tell what their favorite sport (team) is.
2. Ask students to tell which sport(s) they enjoy playing most.
3. Have students dramatize purchasing tickets to a football game, etc.
4. Have students prepare a newscast reporting the results of a game.
5. Have students dramatize an interview with a famous athlete using the developmental questions.
6. Have students call a friend on the telephone to invite him to a sports activity or event. (The "tele-trainers" from the Telephone Company can be used to provide realism in developing this activity.)
7. Have students select from newspapers or magazines pictures dealing with sports. They may then describe each picture.
8. Have students nominate a candidate for "Athlete of the Year." The class will select the winner based on the presentation made by each student.
9. Have students form teams to play a particular sport.
10. Have students write a fan letter in French to their favorite athlete.

ENRICHMENT ACTIVITIES

1. Prepare a bulletin board of pictures dealing with sports.

2. Have students describe realia dealing with sports.

3. Use commercial games dealing with sports that are available in toy stores.

TESTING

Testing procedures should involve the four skills of language learning. Many of the suggested testing procedures listed below can be used in testing the skills of listening comprehension, speaking, reading and writing. Tests should be criterion-referenced instruments that stress and measure mastery of the vocabulary and expressions presented within the cultural context of the unit.

1. Picture test (rexographed sheets, transparency projection or model)

   a. Vrai ou Faux
   b. Qu'est-ce que c'est?
   c. C'est quel sport?
   d. Où sommes-nous?

2. Oral questions requiring oral answers

3. Oral questions requiring written answers

4. Oral or written questions to test vocabulary

   Quelles places préférez-vous pour le match?
   Quel est votre sport favori?

5. The teacher or a student reads a line of dialogue and students give the appropriate oral or written rejoinders.

6. Picture Stimulus Test. Students select pictures and prepare written sentences to describe them.

7. Cued Response Test.

   Model: (En automne) nous jouons (au football).
   Teacher: (En été)
   Student: En été nous jouons au tennis.

8. Written tests based on readings, structural items and vocabulary. These tests should contain a variety of test exercises: completion, multiple choice, matching, questions to be answered in complete sentences, synonyms and antonyms.

Situational Theme: French Level I
Theme No. 6 **GAGNER SA VIE**

Rationale

It is our conviction that the study of a foreign language provides the most enlightened path toward understanding the various peoples who occupy planet Earth. And what can be more important to the future of man than a closer relationship with "his brother"?

Introduction

These suggestions are designed to explore a more meaningful, effective and relevant approach to acquiring ability to communicate in French. The focus here is a life situation in which the student is taught to function in the foreign language.

Since this is a first draft of the syllabus revision, it is suggested that teachers contribute original dialogues and reading selections which are an outgrowth of classroom activities and which are related to the situational themes. These may be included in the final draft as model dialogues and readings.

Basic Objectives of This Unit

1. To familiarize the students with the necessary French vocabulary and expressions to enable them to talk about possible careers and their career plans for the future.

    a. To acquaint students with the variety of professions and occupations that exist.
    b. To enable the student to read and understand the classified advertisements.
    c. To enable the student to write a letter of application for a position.
    d. To enable the student to arrange for an interview over the telephone.
    e. To enable the student to fill out an application for a job.
    f. To enable the student to participate in an interview for a job.
    g. To enable the student to discuss particular careers and the duties related to these careers.
    h. To acquaint students with those occupations or careers that are peculiar to French life.

2. To teach and provide practice in the use of such grammatical structures as are needed in consonance with the above objectives.

Methods and Materials

The suggested procedures and enrichment activities outlined here are points of departure for the teacher who should not consider himself limited by them. They are designed to provide innovative ideas that will spark student creativity. The teacher will build upon and adapt these suggestions according to the needs, interests and capabilities of his students.

All the suggested activities should be associated with appropriate visuals.

The many textbooks that are in use today can serve as a source of materials which can be adapted to reinforce, enhance and enrich the thematic units according to the interests, and ability of the class.

The participation of the students in the preparation of materials should be actively encouraged. For example, students may assist by drawing pictures and charts, making models or bringing in pictures from magazines.

It is also suggested that the teacher include simple songs and poems related to the situational themes.

Many of the grammatical structures listed will appear in several units. These should therefore be treated in the warm-up or as the vehicle for the introduction of new vocabulary expressions.

The grammatical structures should be treated WITHIN THE CONTEXT OF THE UNIT.

Time Sequence

This depends upon the ability of the students. We suggest, however, approximately four to six weeks for each themal unit when Level I is covered in one year.

If Level I is covered in two years, as is the case in the 7th and 8th grades, then eight to ten weeks should be appropriate time span.

In the Intermediate Schools, where Level I is covered in three years, then twelve to fourteen weeks should be allocated for this unit.

Culture

Cultural information that is relevant to the situational topic should be presented within the unit. The suggested topics to be treated in this unit are:

1. Occupations and professions are generally similar to those in our own culture, i.e. doctor, lawyer, teacher, secretary, accountant, bank teller, salesperson, cook, waiter, shop owner, etc. A knowledge of a foreign language will be of inestimable value in any field.

2. Those professions and occupations that are peculiar to French life are:

   The concierge sees to the upkeep of most city immeubles (apartment buildings), and usually regulates the comings and goings of visitors to the building. At night, after the front door has been locked, any tenant who has forgotten his key must ring the concierge in order to get in.

   The cinéma is very popular in France. Paris has more movie houses than New York City. François Truffaut's "Les 400 Coups" ("The 400 Blows") and Jean-Luc Godard's "A Bout de Souffle" ("Breathless") have made them well known cinéastes (film-makers). Such French vedettes de cinéma (movie stars) as Jean-Paul Belmondo, Brigitte Bardot, Yves Montand and Jeanne Moreau enjoy a world-wide following.

   Le vendeur de loterie (lottery vendor) sells lottery tickets from small street stands. His announcements include the value of the gros lot (grand prize) and remarks about the purchaser's good fortune.

   The contrôleur d'autobus collects fares and distributes des tickets at the rear of the bus.

   L'ouvreuse (usher) escorts patrons to their sièges (seats) at all large movie houses. For this service she receives a pourboire (tip).

   There is a charge of a few centimes (100 centimes - 1 franc, 1 franc = approximately $ .20) for the use of seats at all public parks. This money is collected by la loueuse de chaises.

VOCABULARY AND USEFUL EXPRESSIONS

la profession
la situation
l'emploi
le travail
la carrière
le métier
la demande d'emploi
les petites annonces
le salaire
le congé

travailler
gagner sa vie

le professeur
l'instituteur (m.)
l'institutrice (f.)
l'écrivain (m.)
l'auteur (m.)
le roman
le poème
la poésie
le journaliste
le journal
l'article (m.)
la revue

enseigner
étudier
apprendre
demander
répondre
lire
écrire

le docteur
le médecin
l'infirmière (f.)
le dentiste
la fièvre
l'hôpital (m.)

examiner
consulter
guérir
avoir mal à la gorge
avoir mal aux dents

l'avocat (m.)
le droit
la loi
la justice
l'agent de police (m.)
le gendarme

diriger

l'architecte
l'ingénieur
le mécanicien
le garagiste
le charpentier
le pompier
la panne

réparer
régler

le prêtre
le curé
le pasteur
le rabbin
la religieuse
la religion
l'église (f.)
la synagogue

prier

le militaire
le soldat
le marin
l'aviateur
l'astronaute
le pilote
l'hôtesse (de l'air)

voler

l'artiste (m. & f.)
le peintre
la peinture
l'acteur
l'actrice
le théâtre

la pièce de théâtre
le cinéma
le film
le cinéaste
la vedette
le danseur
la danseuse
le chanteur
la chanteuse
le musicien
la musicienne
le chef d'orchestre
l'ouvreuse (f.)

la mode
le couturier
la couturière
le mannequin
le photographe

peindre
jouer
danser
chanter
coudre
poser

le bureau
l'entreprise (f.)
le directeur
le patron
le chef
l'employé
le, la secrétaire
la dactylo
le, la steno-dactylo
le, la standardiste
la machine à taper
l'homme d'affaires
les affaires

taper à la machine

le commerçant
le vendeur
la vendeuse

le chef de cuisine
le cuisinier
la cuisinière
le serveur
la serveuse
le garçon

cuisiner
faire la cuisine
servir

le coiffeur
la coiffeuse
le salon de coiffure
les cheveux

coiffer
couper
peigner

l'interprète
le banquier
le boulanger / ère
le boucher / ère
le charcutier / ère
le patissier / ère
le cordonnier / ère
le, la fleuriste
le, la concierge
le chauffeur (de voiture, de taxi)
le fermier
le cultivateur

conduire

gagner
depenser
faire de l'argent
faire des économies
emprunter
prêter
réussir
ambitieux
paresseux
se reposer

DEVELOPMENTAL QUESTIONS

Question	Grammatical and/or Cultural References
1. Etes-vous médecin?	a. Use of verb être b. Omission of article before professions c. Names of professions
2. Où travaille une ouvreuse?	a. Use of où b. Regular er verbs c. Names of professions and related places of work
3. Combien gagne un journaliste?	a. Use of combien b. Use of cardinal numbers c. Er verbs d. Names of professions
4. Qui répare les souliers?	a. Use of qui b. Use of verbs related to professions c. Names of professions
5. Que voulez-vous etre?	a. Use of que b. Use of vouloir and infinitive c. Omission of article before professions d. Names of professions
6. Qui travaille dans une boulangerie?	a. Use of qui b. Names of professions and related places of work
7. Que lisez-vous pour trouver un poste?	a. Use of que b. Use of verb lire c. Use of vocabulary related to careers
8. Si vous êtes secrétaire, que faites-vous?	a. Use of si b. Use of être c. Use of que d. Use of actions related to careers
9. Qui vend des fleurs?	a. Use of qui b. Use of verb vendre c. Use of vocabulary related to professions

10.	Où allez-vous quand vous avez mal aux dents?	a. Use of où b. Use of aller c. Use of quand d. Use of avoir with physical condition (state) e. Use of contraction with à
11.	Quels jours de la semaine préférez-vous pour le congé?	a. Use of quel b. Orthographic changing verb préférer c. Use of definite article before days of the week
12.	Quelles sont les heures de travail que vous préférez?	a. Use of quelles b. Use of time of day c. Orthographic changing verb préférer
13.	Le poste de violoniste, le voulez-vous?	a. Use of direct object pronouns b. Names of professions c. Use of verb vouloir
14.	Pourquoi allez-vous chez le docteur?	a. Use of pourquoi b. Use of chez c. Names of professions
15.	Vous avez besoin d'un pneu. Vous allez le trouver chez _____	a. Use of idiom avoir besoin de b. Use of direct object pronouns c. Use of chez d. Names of professions
16.	Qui dit: "Payez à la caisse"? "Ne quittez pas l'appareil"? "Signez la lettre de demande"?	a. Expressions related to various occupations using the imperative
17.	Qui écrit des poèmes?	a. Use of qui b. Use of verb écrire c. Names of various written materials
18.	A quelle heure partez-vous le matin?	a. Use of quelle b. Verb partir, irregular c. Definite article with parts of the day

GRAMMATICAL STRUCTURES

Level I has been divided into six culturally oriented units. Included on each unit are those structures which lend themselves to the theme of that unit. Many grammatical structures will therefore reappear in the course of the six units.

The list of structures is not a sine qua non. The teacher should be selective in the choice of structures to be developed within this thematic unit, basing his decision on those structures already mastered by his students. The choice should be limited to those structures not mastered in previous units.

It is suggested that the teacher give classroom directions in French at all times.

1. Articles

   a. Omission with unmodified names of professions
   b. Definite and indefinite articles, singular and plural
   c. Contraction with à and de
   d. Partitives before vocabulary pertaining to food: simple affirmative, simple negative

2. Nouns

   a. Irregular plurals, including nouns ending in -al, -eau, -s, -x as they occur

3. Pronouns

   a. Single direct objects: le, la, les
   b. Interrogative: qui, que
   c. Demonstrative: ceci, cela, ça (R)

4. Adjectives

   a. Position of adjectives before and after the noun
   b. Simple agreement
   c. Irregular feminine, including adjectives ending in -e, -f, -x, -en, -on, -er, -el, -et
   d. Interrogative: quel, quelle, quels, quelles
   e. Possessive adjectives

5. Negatives

   a. ne_____jamais, ne _____plus, ne _____ rien

6. Adverbs

Those frequently used as vocabulary, e.g. bien, mal, vite, lentemente, seulement, particularly as they relate to work skills.

7. Verb structures

a. Present tense of the three irregular conjugations: affirmative, negative, interrogative
b. Formation and use of the three forms of the imperative
c. Present tense (affirmative, negative, interrogative) of the following irregular verbs:

1) aller, dire, faire, lire, écrire
2) mettre, sortir, partir, prendre, vouloir (R)

d. Orthographic changing verbs as needed (R)
e. Pour + infinitive; vouloir + infinitive; aller (present) + infinitive

8. Numerals

a. Cardinal numbers 1-1000 as used in discussions of salaries

9. Time expressions

a. Telling time
b. Days, months and seasons
c. Dates: age - as they pertain to the world of work
Example: working hours and days; seasonal jobs and vacation periods; age information on job applications; dating of letters

Reading

It is suggested that the teacher choose from the texts he is using appropriate selections related to the situational theme. Appropriate readings may include dialogues, short passages, recipes, menus, newspaper and magazine articles or advertisement. Whenever desirable, the teacher should write original dialogues or short pasages.

Suggested Procedures

1. Introduce and drill vocabulary on careers using various forms of realia:
   a. magazine clippings, preferably from French magazines, that show people in different occupations.
   b. advertisements from the classified section of a French newspaper or magazine.
   c. use the collection of dolls or puppets available through Stocked Supplies, Bureau of Supplies, that show different professions.
   d. pictures created by students

2. Have students prepare a riddle which describes their chosen profession. Their classmates will have to guess the profession.

3. Have students bring in pictures from magazines or newspapers of people in different occupations. Have the students describe the person's occupation.

4. Have the students read classified ads from French newspapers and magazines.

5. Have the students complete an application for a job.

6. Have the students write a letter in response to a classified ad.

7. Role-Playing: Have students act out various scenes dealing with career opportunities:
   a. Discussing career aspirations with a friend, parent, teacher
   b. Calling for an interview for a job
   c. An interview for a job

8. Games
   a. Quelle est ma profession? Students have to guess, by means of questioning, the profession of a classmate
   b. Career Bingo - Have students create graphic bingo boards dealing with different professions. The cues can be either the matching of the occupation with the visual or by giving a description of the occupation and matching it to the graphic.

9. Bulletin Boards
   a. Have students bring in pictures illustrating different occupations and professions. The pictures can be labeled with the appropriate profession.

b. Have students create their own "Help Wanted" "Demandes-d'emploi" bulletin board, similar to those found in community stores and centers.
c. Have students create a bulletin board display of professions th that can be enhanced by a knowledge of French, i.e. policeman, doctor, nurse, social worker, newspaper reporter, etc.

Enrichment

1. Discuss with students the cultural implications and meanings of certain fables and proverbs relating to work, such as:
"A force de forger on devient forgeron"
"La Cigale et la Fourmi"

2. Have students plan a career goal for themselves.

3. Have students solicit printed information dealing with job and career opportunities for people with foreign language competence.

4. Publications giving information on vocational opportunities

a. For careers outside the U.S. for people with foreign language ability:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

b. Directory of American Firms Operating in Foreign Countries:

World Trade Academy Press, Inc.
50 East 42nd Street
New York, New York 10017

c. Careers in World Affairs prepared by the Foreign Policy Association, World Affairs Center, and published by Intercom:

345 East 46th Street
New York, New York 10017

d. Department of Labor prepares an annual "Occupational Outlook Handbook" which is priced at $5.00 per copy. Reprints are issued from the Handbook. Cost of complete set of reprints (115) is $9.65.

The Bureau of Labor Statistics
219 South Dearborn Street
Chicago, Illinois 60604

The reports are valuable in that they give an overall view of employment possibilities with specific names and addresses. Under the heading, Managers and Assistants, in the reprint "Employment Outlook in Hotel Occupations", there is a statement advising students planning to enter the field to study languages and other subjects of cultural value such as history, philosophy and literature.

e. Vocational Opportunities for Foreign Language Students by Gilbert C. Kettelkamp, published by:

Modern Language Association
Materials Center
62 Fifth Avenue
New York, New York 10011

SUGGESTIONS FOR TESTING

1. Picture test (requiring oral and written answers)
   a. Vrai/Faux
   b. Qui est-ce?
   c. Comment gagne-t-il sa vie?
      elle
   d. Multiple choice (visual cue with printed options)
   e. Quelle est sa profession?

2. Oral questions requiring oral answers
   a. Jean a son appareil à la main.
   b. Il prepare un film. Quelle est sa profession?

3. Oral questions requiring short written answers. (Ex. Qui susi-je?)
   a. J'apporte des lettres à votre famille
   b. Je vends du pain.

4. Oral or written statements to test specific vocabulary and general comprehension.
   a. Vrai/Faux
   b. Questions: Qui enseigne la classe?
   c. Multiple choice: _____guérit les malades.
      a. le professeur
      b. le cinéaste
      c. le journaliste
      d. le medecin

5. Qui parle?
   Teacher gives a line of conversation, asking students to identify the profession of the person speaking:
   i.e. Maintenant la voiture marche bien.
      a. le médecin
      b. le mécanicien

6. The teacher or a student reads a line of a dialogue and students give an appropriate oral or written rejoinder.

7. Cued response test.

   Model: Quand j'ai mal a la gorge, je vais chez le médecin.
   Teacher: (Quand j'ai mal aux dents)
   Student: Quand j'ai mal aux dents, je vais chez le dentiste.

8. Sentence expansion (oral or written) by addition of adjective to test adjective placement and/or agreement.

   L'élève s'appelle Marcel. (bon).
   Le bon élève s'appelle Marcel.

9. Written test based on readings, structural items and vocabulary. These tests should contain a variety of test exercises:

   completion, multiple choice, matching, questions to be answered in complete sentences, synonyms, antonyms, dictation of complete sentences and/or to fill in blanks.

GRAMMATICAL STRUCTURES

IN

FRENCH

Levels I-III

FRENCH LEVEL I - FIRST HALF

GRAMMATICAL STRUCTURES

I. ARTICLES

A. Definite
B. Indefinite
C. Contraction with à
D. Contraction with de
E. Use of de to show possession

II. NOUNS

A. Gender and number
B. Formation of regular plural

III. PRONOUNS

A. Subject pronouns, including ce and on
B. Interrogative pronoun: qu'est-ce que

IV. ADJECTIVES

Agreement and position - no sound or spelling change (jeune, facile)

V. NEGATIVES

ne . . . pas

VI. VERB STRUCTURES

A. Present tense of first conjugation: affirmative, negative, interrogative; use of est-ce que

B. Present tense of the following irregular verbs: avoir, être, aller

C. Use of voici, voilà, il y a

D. Faire idioms relating to weather: Quel temps fait-il?
Avoir idioms relating to age: Quel âge avez-vous?

E. Imperative forms as needed for oral recognition, including the following: levez la main, écoutez, répétez après moi, allez à la porte, fermez la porte (les livres, la fenêtre), répondez, demandez, dites, regardez le tableau, effacez le tableau

VII. NUMERALS

A. Cardinals: 1 to 100
B. Addition: un et un font deux, etc.
Subtraction: deux moins un font un, etc.
Use of combien: Combien font un et un? Combien de livres avez-vous?

VIII. TIME EXPRESSIONS

A. Telling time
B. Days, months and seasons
C. Dates; age

FRENCH LEVEL I - SECOND HALF

I. ARTICLES

A. Partitive
Simple affirmative: J'ai du pain.
Simple negative: Je n'ai pas de pain.
B. With parts of the day

II. NOUNS

Irregular plurals, including nouns ending in -al, -eau, -s, -x, -z, as they occur

III. PRONOUNS

A. Single direct objects: le, la, les
B. Interrogative: qui, que
C. Demonstrative: ceci, cela, ça R

IV. ADJECTIVES

A. Agreement of regular feminine adjective (simple sound and simple spelling change) : grand, grande
B. Irregular feminine, including adjectives ending in -e, -f, -x, -en, -on, -er, -el, -et, and others as they occur - including colors and nationality.
C. Interrogative: quel, quels, quelle, quelles
D. Possessive adjectives

V. ADVERBS

Those frequently used as vocabulary, e.g. bien, mal, seulement, vite, etc.

VI. NEGATIVES

ne . . . jamais, ne . . . plus, ne . . . rien

VII. VERB STRUCTURES

A. Present tense of the three regular conjugations - affirmative, negative, interrogative
(N.B. - The negative-interrogative has been transferred to Level II, Part 1.)
B. Formation and use of the three forms of the imperative

FRENCH LEVEL I - SECOND HALF

VII. VERB STRUCTURES

C. Present tense (affirmative, negative, interrogative) of the following irregular verbs:

1. aller, dire, faire, lire, écrire
2. mettre, sortir, partir, prendre, vouloir R

D. Orthographic changing verbs as needed R

E. Pour + infinitive; aller (present) + infinitive; vouloir (present) + infinitive

VIII. NUMERALS

A. Cardinals 101 to 1,000 R
B. Ordinals 1 to 20 R

FRENCH LEVEL II - FIRST HALF

GRAMMATICAL STRUCTURES

I. ARTICLES

Omission of the definite article with adverbs and nouns of quantity: assez de fleurs, une douzaine de bananes R

II. ADJECTIVES

A. Demonstrative: ce, cette, cet, ces
B. Agreement and position of irregular adjectives, e.g. beau, nouveau, vieux
C. Comparision of regular adjectives: plus grand que, moins grand que, aussi grand que

III. PRONOUNS

PERSONAL
1. direct object pronouns: me, te, nous, vous
2. indirect object pronouns
3. double object pronouns R
4. simple use of y
5. simple use of en
6. y or en in combination R

IV. ADVERBS

A. Formation
B. Position
C. Irregular comparison: bien, mal

V. NEGATIVES

ne . . . personne
ne . . . que

VI. VERBS

A. Irregular: pouvoir, vouloir, voir, venir, ouvrir
B. Passé composé (with avoir) of the three regular conjugations and of the irregular verbs studied in Level I and Level II, Part I
C. Use of object pronouns with the passé composé; agreement of past participle
D. Passé composé of être verbs

FRENCH LEVEL II - SECOND HALF

GRAMMATICAL STRUCTURES

I. PRONOUNS

A. Interrogative: qui, que, quoi, qu'est-ce qui
B. Disjunctive

II. ADJECTIVES

Comparison of irregular adjectives: bon, mauvais

III. PREPOSITIONS

Use of à, en, dans, de, with names of countries, cities and other places to express in, to or from

IV. VERBS

A. IRREGULAR: PRESENT INDICATIVE AND PASSÉ COMPOSÉ OF: croire, recevoir, dormir boire, devoir, pleuvoir (il pleut), falloir (il faut), savoir, connaître

B. Reflexive verbs in all tenses listed including: se lever, se laver, s'habiller, se coucher, se trouver, se reposer, se dépêcher, s'approcher, se brosser

C. Imperfect of regular and irregular verbs listed for Level I and Level II

D. Verbs requiring spelling changes in certain tenses: manger, commencer, envoyer, appeler, jeter, acheter, mener, espérer

FRENCH LEVEL III - FIRST HALF

GRAMMATICAL STRUCTURES

I. ARTICLES

A. Omission of the definite article before plural nouns modified by a preceding adjective; e.g. Marie a de jolies robes.

B. Omission of the indefinite article:

1. Before an unmodified noun denoting profession, nationality, race or religion; e.g. Son oncle est avocat.
2. After quel! e.g.; Quelle surprise!

II. PRONOUNS

A. Demonstrative: celui, celle, etc. with and without -ci and -là (R)

B. Relative: qui, que, ce qui, ce que, tout ce qui, tout ce que, lequel, dont, où (R)

C. Indefinite: quelqu'un, personne, rien, quelque chose (R)

D. Interrogative: lequel and its combinations (R)

III. ADVERBS

Position with compound tenses; e.g. Il a beaucoup voyagé l'année dernière. Je me suis bien amusé.

IV. VERBS

*(Review formation and use of present, passé composé, imperfect)

A. Future tense of regular and irregular verbs listed for Level I and Level II

B. Implied future after quand, lorsque, dès que & aussitôt que

C. The conditional of regular and irregular verbs listed for Level I and Level II

D. Conditional sentences: Si + present, future; si + imperfect, conditional

E. Use of the present tense with depuis, depuis quand, il y a

F. Present participle with en; infinitive with avant de, sans, au lieu de, etc.; (past infinitive with après (R) : après avoir fini ses devoirs)

V. NEGATIVES

ne . . . point, ne . . . guère

FRENCH LEVEL III - SECOND HALF

GRAMMATICAL STRUCTURES

I. VERBS

A. Formation of the present subjunctive

B. Uses of the present subjunctive

1. Subjunctive after impersonal expressions; e.g. il est possible, il faut, il vaut mieux, etc.

2. Subjunctive after personal expressions of wishing, emotion, doubt; e.g. je veux que, je doute que, je suis heureux que

3. Subjunctive after certain conjunctions; e.g. afin que, à moins que, avant que, etc. (R)

4. Subjunctive after a superlative or indefinite antecedent; e.g. (R) C'est le meilleur ami qu'il ait. Il cherche un homme qui puisse l'aider.

5. Subjunctive in independent clauses; e.g. Vive la France! (R)

C. Passé Simple (R)

II. PREPOSITIONS

A. Complementary infinitives with and without prepositions:

1. With à: aider, apprendre, s'attendre, commencer, continuer, enseigner, inviter, se mettre, réussir (R)

2. With de: cesser, décider, défendre, demander, empêcher, essayer, oublier, refuser, regretter, tâcher, se souvenir, venir (R)

3. Without any preposition: aimer mieux, aller, compter, désirer, devoir, espérer, falloir, laisser, pouvoir, préférer, savoir, venir, vouloir (R)